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ABSTRACT

The English curriculum comprising the document was written specifically for students deficient in composition by a team of English teachers from a Minnesota high school, in response to the expressed needs of their colleagues in the Robbinsdale area. The content is fitted into a career-related schema, ungraded and experience-based. For example, in one of the curriculum's series of open-ended exercises, students interview employed acquaintances to determine what communication skills their work requires, gather samples of actual job-related written communications, and evaluate them. The book is divided into five sections: (1) revealing oneself through language, (2) situational factors (audience, purpose, occasion), (3) organizing the message, (4) forming the message, and (5) mechanics. Each of the first four sections contains statements of basic assumptions and objectives, several sequential, self-directed learning activities related to the topic, and several supplementary teacher-directed activities. The fifth section, comprising more than one-third of the book, contains 12 Skillpacs, which are series of worksheets designed to teach spelling and vocabulary and to aid students while they are learning the processes of organizing and forming messages. Pretests, post-tests, and teachers' guides are included. All the sections are color-coded. (AJ)

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THE LANGUAGE OF WRITING IN A COMMUNICATION SKILLS SERIES:
SKILLS FOR LEISURE, CAREERS, AND SELF-DEVELOPMENT

A Joint Project between the Minnesota State Department of Vocational Education
and the Robbinsdale Area Schools

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PREFACE

Our American-English language is ever changing. While new words are added to our vocabulary, more new meanings are added to words we have had for generations. The length of sentences in our language is becoming shorter; much communication goes on only in phrases. One listens more than speaks; speaks more than reads; reads more than writes. Yet this least used of the language arts -- writing -- is an integral part of one's self-development. There are statistical data to be listed, memos to be recorded, summaries to be written, opinions to be expressed, and many other forms and modes of writing. There are secondary students who are deficient in those skills related to written composition, and it has been a handicap in their experiences.

It was an expressed need on the part of a number of English teachers in the Robbinsdale Area Schools to do curriculum writing for these learners but to fit the content into a career-related schema, ungraded and experienced-based in composition skills.

The team of writers came from one school where the English staff had agreed to pilot what was written in the school year, 1972-73. The team gave consideration to several approaches; it believed, moreover, that an approach through occupational classification solely would make the finished product obsolete in a short time. The writers, therefore, have taken a position in the language arts which is stated in their own Introduction and Goals.

Initiating the teacher-related and student-directed activities in this guide this past year at Armstrong Senior High School has brought results in student achievement. The instructors, however, have had opportunity to re-evaluate the content through process and are presently marking those items which worked less effectively and are planning to rewrite sections to suit recurrent needs for their own school.

In view of this judgment for revision, it is recommended that any reader of these materials takes them as suggested means to accomplish goals prescribed by him for his students. At this juncture, the guide stands as first written and approved for classroom experimentation.

The Robbinsdale Area Schools are indebted to the Minnesota Department of Education, Division of Vocational-Technical Education for the largest portion of the funding of this project. Further, the approval received from the Division in the past year has been of encouragement.

Arthur Elfring
June 15, 1973

INTRODUCTION

Society demands a great deal from the individual. Language is one, and probably the most important, tool humans use to fulfill social requirements.

Language may be verbal or non-verbal. In social situations we communicate by

a. what we say and how we say it
b. our glances, facial expressions and body postures
c. our clothes and general appearance
d. our writing

Inherent in all of the above is the human ability to make choices. Any trip through a department store reveals the wide variety of choices available in possible clothing combinations. Humans make gestures and facial expressions naturally when situations call for them. In speaking, man commands a wide variety of voice inflections and has the further advantage of a listener who can send signals to indicate whether the message is coming through clearly or not.

In writing, however, the message depends almost entirely upon the communicator's ability to make the proper choices in terms of audience, purpose, and occasion. Since written language presupposes that the receiver of the message is not present, the writer is deeply involved in aspects of the communication process where there is no immediate feedback. Once a message-sender has made the decision to convey a written message, he then must have available and at his command many skills that will help him make the message clear, precise, and effective.

GOALS

1. To make students aware of the language choices available to them
2. To help students understand that their language reveals a great deal about their self-image
3. To help students understand that their language skills reveal their feelings about and consideration toward other people
4. To help students recognize that language skills may be increased and with an increase in language skills comes an increase in an ability to get along in the world
5. To help students understand that just as society has social conventions by which human beings can operate efficiently, it also demands skills in the forms of written communication
6. To help students understand that in practically every career, writing skills of some sort will be necessary
7. To help students become aware of the necessity for choosing accurate, precise language in dealing with other's feelings and values
8. To help students understand that language preciseness is necessary in dealing with vocabulary of the world of work
9. To help students understand that slang and colloquialisms are an effective tool in appropriate situations

10. To help students learn possible ways of securing information
11. To help students learn how to use information effectively
12. To help students learn to evaluate information received and sent
13. To help students learn to use a variety of language skills ranging from formal to informal English depending upon the appropriateness of the message and the audience
14. To help students formulate goals for themselves in terms of strenthening their abilities to effectively communicate in written language
15. To help students learn to ask questions that elicit the responses they desire
16. To learn to anticipate the effect his message will have on his audience
17. To learn to understand the basic assumptions that are made when written communication takes place
18. To learn to recognize ways in which feelings may be communicated -- to become more sensitive to what people are really saying
19. To become aware of socially acceptable standards of written communication forms

USING THE SECTIONS

Units I, II, III, IV may have teacher activities or student activities or both. Activities that support the objectives are listed with each objective. They will be identified as T-1 or S-1 -- meaning Teacher Activity 1 or Student Activity 1, etc.

Materials specifically for teachers are found on the blue pages.

SECTION I:

REVEALING ONESELF THROUGH LANGUAGE

REVEALING ONESELF THROUGH LANGUAGE: BASIC ASSUMPTIONS

1. Personality is revealed through language.
2. Self-image is a person's own conception of the sort of person he is. All actions, feelings, behavior -- even one's own abilities -- are consistent with one's self-image.
3. Written language skills can be one means by which self-image is communicated.
4. Language is a tool that can reveal feelings, interests, abilities, and goals.
5. Language choices affect one's career, or life style.
6. Humans record reactions to experience, rather than the actual experience.
7. Language skills may introduce us to other people we wish to know.
8. Language shows our consideration for and ability to cooperate with others.
9. Language helps us talk to other people about mutually shared feelings.
10. Language helps us evoke responses from others.

REVEALING ONESELF THROUGH LANGUAGE: OBJECTIVES

1. To discover how word choice, intonation and non-verbal devices facilitate or hamper communication

T-1	S-7	S-9	S-3
T-4	S-6	S-10	S-5

2. To offer experience in asking meaningful questions

T-8	T-3	S-6	S-2
	S-9	S-7	

3. To develop awareness that people have different language preferences

T-1	T-5	S-10	S-5
T-3	T-8	S-7	S-9

4. To analyze similarities and differences in language patterns

T-8	S-7	S-10
T-5	S-9	

5. To discover that one's audience determines language choices for effective communication

T-1	T-3	S-9	S-5
T-4	T-8	S-10	

6. To determine the importance of correct spelling in communicating a message precisely

T-9	T-6	S-8	S-3
T-4	T-7	S-10	S-6

7. To analyze the environmental factors that influence one's feelings about language

T-8	S-4	S-9
T-1	S-7	

8. To analyze the impact of visual factors in written messages

T-6	T-9	S-8	S-6
T-7		S-4	

9. To begin gathering information about the necessity of language skills in the business community

S-2	S-6
S-3	S-8

10. To demonstrate that language use demands cooperation and interdependence

T-1	T-10	S-9	T-2

REVEALING ONESELF THROUGH LANGUAGE: OBJECTIVES

11. To discover the factors that influence one's personal language choices

T-3 S-7 S-10 S-9
S-4 S-5

12. To gain experience in delivering messages with clarity

T-1 T-2 S-2 S-5
T-4 T-10 S-10 S-9

13. To demonstrate that one's language choices reveal one's self-image

T-6

REVEALING ONESELF THROUGH LANGUAGE: S-1

Keep a timetable of the different ways in which you use English for a day. Estimate the amount of time that you don't know exactly. Be aware of reading, writing, speaking and listening. Is there anytime during the day that you don't use English, even to think?

REVEALING ONESELF THROUGH LANGUAGE: S-2

Put yourself into one of the following situations: Looking for an apartment, looking for a job, looking for a college, looking for a vocational training program. 1. What questions would you ask to gather the information necessary to fulfill your style of life? 2. What questions would you ask to show that you are a cooperative person who would be an asset to this new situation?
Write out the questions.

REVEALING ONESELF THROUGH LANGUAGE: S-3

Have five adults complete the following questionnaire.

Personal Characteristics

Rank the following personal traits in order of importance for success on your job. (1 - highest)

_____ 1. Honesty
_____ 2. Friendliness
_____ 3. Tactfulness
_____ 4. Creativity
_____ 5. Sincerity
_____ 6. Industry
_____ 7. Promptness
_____ 8. Neatness

Language Skills (Communication Skills)

_____ 1. Penmanship
_____ 2. Spelling
_____ 3. Giving directions
_____ 4. Writing messages or other communications
_____ 5. Speaking
_____ 6. Conversation
_____ 7. Interviewing

Areas of Study

Rank the following areas of study in order of importance for you.

_____ 1. Arithmetic
_____ 2. Writing
_____ 3. Speech
_____ 4. Typing
_____ 5. Reading
_____ 6. Music
_____ 7. History
_____ 8. Government/Politics
_____ 9. Psychology
_____ 10. Physical Fitness

REVEALING ONESELF THROUGH LANGUAGE: S-4

Feelings Revealed About and through Language Use

How do you feel when:

(Check the column which comes closest to your usual feeling)

	Angry	Superior	Irritated	Embarrassed	Indifferent	Sympathetic	Proud	Other, write in response
1. a newspaper misspells a word?								
2. an older person doesn't understand your slang?								
3. someone corrects your grammar when you're talking?								
4. a teacher uses a wrong word?								
5. someone you respect tells you he can't read your handwriting?								
6. a person uses words he assumes you understand but you don't?								
7. you read a poem and understand it though others around don't seem to?								
8. you read a message left for you which is written so illedgibly you can't understand it?								

Using this chart as a guide, write a brief statement summarizing yourself and your reactions to language use.

REVEALING ONESELF THROUGH LANGUAGE: S-5

Others

Language helps us to evoke response from others.
Ask five different people (at least three adults) to respond to the list of words given below.

Respond rapidly to the following words. Are they favorable or unfavorable word choices?

Favorable	1	2	3	4	5	Unfavorable
1. policeman	1	2	3	4	5	
2. cop	1	2	3	4	5	
3. fuzz	1	2	3	4	5	
4. draftdodger	1	2	3	4	5	
5. pacificist	1	2	3	4	5	
6. stud	1	2	3	4	5	
7. hippie	1	2	3	4	5	
8. "ripping off"	1	2	3	4	5	
9. pig	1	2	3	4	5	
10. grass	1	2	3	4	5	

Age: circle one (10-14) (15-18) (19-25) (25-30) (31-40) (41 and over)

Sex: female male

How clear is communication?

Ask five people for reactions to this list (at least two adults).

What is the first word that comes to your mind when these words are used?

1. gold
2. pink
3. house
4. grass
5. evolution
6. politics
7. speed
8. poetry
9. diamond
10. war

REVEALING ONESELF THROUGH LANGUAGE: S-5

Draw conclusions about the ways in which words can evoke response from other people.

1.

2.

3.

4.

The Importance of Language Skills on the Job

1. Interview three people who have full time jobs outside the home. Ask them if language skills are important to them in their jobs.
2. Ask them to indicate how often in a typical day they are called upon to demonstrate language skills.
3. Obtain a typical sample of the writing that he or she does.
4. In preparation for the interview, construct the questions whose answers you will need to know in order to form conclusions about the importance of language skills to these people.

Questions:

1.

2.

3.

4.

5.

6.

7.

8.

REVEALING ONESELF THROUGH LANGUAGE: S-6

After the interview is completed and you have obtained the writing sample, analyze it in terms of what the person has expressed as his feelings about language skills and his practice of them:

1. Is the writing intended for
   a. himself? ______
   b. others? ______

2. Is the sample a. handwritten? _____ b. typed? _____

3. In your judgment, how well are the following language skills demonstrated? Rate the message from 1 to 5, using 5 as excellent and 1 as very poor.

Spelling ______

Organization _____

Grammar ______

Handwriting or Typing ______

Clarity _____

What conclusions can you draw about the importance of language skills to these three people on their jobs?

REVEALING ONESELF THROUGH LANGUAGE: S-7

Everyone has a conception about himself as an individual -- the sort of person he is. This is his self-image. Self-image is closely related to one's values, one's ability to get along with other human beings, and one's choice of career and leisure time activities. Language reveals a great deal about your self-image.

The following exercises are designed to help you formulate some ideas about the way your language reveals your self-image.

1. Answer the question: Who Am I? with five brief responses.

   A.

   B.

   C.

   D.

   E.

2. Check the ones which you feel are the ones you would most like other people to say about you.

3. Now write down five things that you think other people might say about you if they were asked who is ______________________.
   (insert your name)

   A.

   B.

   C.

   D.

   E.

19

REVEALING ONESELF THROUGH LANGUAGE: S-7

Now that you have a list of items that you identify as aspects of yourself, try to think of the ways in which language is the tool that you use to convey these parts of your personality. Obviously, what you say and do influences what others might say about you. The way you feel about yourself is also influenced by your command of your language.

Every human has what linguists call an ideolect - a very special way of using the language that is uniquely individualistic. Much of this is determined by your family background, your cultural background, your friends, your experiences, your interests, and the things you do.

Find out from your parents as much of the following information as you can.

	Place of birth	Nationality
Father's father		
Mother's mother		
Father's mother		
Mother's father		
Your mother		
Your father		

A. Make a list of words that are used by the above people that you have never heard anyone else use. If possible, ask them to tell you where they got the word and how they use it.

B. In what ways, if any, does the language you use in your home differ from that taught in school?

C. If you have lived anywhere besides Minneapolis, can you think of any words people in the other area use that we don't? Have you ever traveled somewhere and found that there was a difference in vocabulary?

Indicate the following:

Minneapolis word	Other Location	Word

D. Select three areas of interest that you have. List at least five words from that area that has a special meaning that is understood only by people who enjoy that activity.

For example:
Football -- punt, red dog, pigskin, block, first down
Embroidery -- French knot, crewel, chain, satin stitch, hoop

E. Closely related to special interest areas is the technical vocabularies that people use in a certain occupation.

1. What things have you done that you got paid for?
2. What special words did you have to use in this job that people in other jobs would not have to know?
3. Ask one of your parents or a neighbor to explain some of the words he/she uses in his job that you were not aware of previously.
4. List them and identify the job.

F. Every person's vocabulary is made up of a certain amount of slang -- a breezy, colorful, timely language which, when used skillfully, adds liveliness and sparkle to anyone's speech. People use slang because it adds novelty; unfortunately when overused, the novelty wears off and it is usually replaced by a new expression.

Because slang expressions come and go so quickly, it is often inappropriate in written expression -- especially, that which is meant to last more than a year or two.

1. List at least ten slang expressions which you and friends use at the present time. Indicate the ways in which you use the word.
2. Ask your parents or someone else who is at least 35 years old to make a list of words he/she used when he/she was in high school. Check the ones you were familiar with -- what were the meanings of these words?
3. What judgments can you make about people who only use slang when they are searching for a colorful word?
4. Project yourself into the future. What words will you probably have to substitute for your slang vocabulary ten years from now if you wish to be understood? Use a dictionary or a Thesauraus to suggest words that would mean the same thing as the slang expression.

Enrichment Activity
In the library reference stacks, look through the slang dictionaries. Try to find previous slang expressions that were used for the words you listed in answer 1.

REVEALING ONESELF THROUGH LANGUAGE: S-8

Spelling

Take the following list of spelling words to six people of different ages and occupations. Choose three males and three females. Read the list of words and ask the following:

1. How many words in this list are you certain you can spell correctly?
2. Which words would you wish to check in a dictionary before you spell them?

amateur
familiar
loneliness
persuade
tournament
assassinate
guarantee
nuisance
questionnaire
unnecessary

Fill out data sheet.
Age ____________
Occupation ______________________
Sex __________
How important is spelling in daily life and work? 1 2 3 4 5
Do you consider yourself a good speller? 1 2 3 4 5
Describe what kinds of writing you are most likely to do.
Do you feel that your spelling is adequate for your writing needs? yes no
How important is it that you spell words correctly in any form of communication? 1 2 3 4 5
Would it bother you if words were mispelled in newspapers and magazines? yes no

From this activity how do you assess the value of spelling in daily living? Do you feel you will make more or less of an effort to spell words correctly?

REVEALING ONESELF THROUGH LANGUAGE: S-9

Language Choices

Record an interview with one adult and one teen-ager at different times on the subject of "Communications among the generations." Ask each the following question: What language barriers do you find in communicating with people older or younger than you? Conduct the interview for at least five minutes by asking related questions that grow out of the conversation.

Then analyze the tape for the following:

1. Write down any words that were unfamiliar to you.
2. Look for the word is. Did the person make a statement sound like a fact that was really an opinion? Give example.
3. What words and phrases were "pets" to the person? (often repeated) -- I think, you know, ah
4. What slang expressions were used? Any that you didn't understand?
5. Do you feel that the person was talking to you as an equal, inferior, or superior? Why?
6. How clearly did he express his point of view?

During interview:

1. What physical expressions and gestures were common during interview?
2. What tone of voice did the person use?
3. From the reactions of the person, what effect do you think the presence of the tape recorder had?

Compare the adult interview with the teen-age interview. How do you think these two people would communicate with each other? Why? How might awareness of language assist better communication?

Building Relationships

Language is important if we wish to communicate with others. When you talk or write, you usually do it for a purpose -- you want to make others understand what you are thinking or feeling, let them know what they have seen or done, or explain what you want them to do. If the language you use carries out your purpose, if it gets your ideas across to others in a way that pleases both you and them, it is appropriate.

An important aspect of learning to use appropriate language is knowing when to use a particular style of writing and learning about the effect of the use will have on the audience. The written language can be generally categorized by formal, informal, and non-standard.

Some of the characteristics of these forms are:

Non-standard

1. Generally used by those with little formal schooling
2. Mainly spoken
3. Double negative usage
4. Incorrect forms of pronouns and verbs
5. If in print, in dialogue of stories and comic strips
6. Inadequate and inappropriate for people whose work involves a constant use of language
7. Keeps one from using language precisely

Formal language

1. Found mostly in writing for scholars and those with intellectual interests
2. Language of textbooks
3. Poetry
4. Heard occasionally in sermons, graduation speeches
5. Bookish rather than conversational
6. Large vocabulary
7. Very careful
8. Sentences generally longer and more involved
9. Allusions
10. Intricate sentences
11. Appropriate for:
    a. Discussing difficult, abstract ideas for restricted audiences
    b. Dealing with complex technical and scientific matters
    c. Speaking and writing that calls for a dignified tone

Informal English

1. Most generally used
2. Lies between two extremes
3. Comfortable
4. Tidied up in writing
5. Greatest part of what we read -- newspapers, magazines, plays and novels
6. Conversational tone

7. Written form (vocabulary, word order, rhythm of sentences) very much like speech
8. Normal language of classroom
9. Appropriate for business and personal letters and social affairs

REVEALING ONESELF THROUGH LANGUAGE: S-10

A. Look at the following chart which summarizes the types of English. In the blank following each, check the forms that you feel you use and need to have command of during your life.

Legal documents
Reference works; some textbooks
Impersonal reports
Books and articles for professional audiences
Literature for a limited audience; essays, much poetry, some fiction
Some newspaper editorials and features
Addresses and lectures to restricted audiences
Most novels and short stories; some poetry
Magazine articles and books on subjects of general interest
Business letters; advertising copy
Newspaper writing
General conversation of educated people
Letters to intimate friends or family
Conversation with family or close friends
Conversation of many people in their work and personal affairs
Dialogue in plays, stories, and comic strips

B. On the basis of what you have checked, formulate at least three goals and reasons for them that establish why it is necessary for you to try to attain them in order to relate to other people in school and after you get out of school.

Goals:

1. I need to learn to

because

2. I need to learn to

because

3. I need to learn to

because

C. Do you see any need to learn formal English?

In what ways will enlarging your command of informal English help you in your relationships with other people?

Have you ever offended anyone with your choice of words? If so, describe the situation.

Conducting a Usage Poll

Ask five people -- a high school student, a parent, a salesclerk, an office worker, and a professional man (doctor, lawyer, or teacher of minister) -- to select from each of the pairs of sentences below the one that he would use in the situation described. Explain to each person that he is not to choose the sentence that seems to him "most correct," but rather the one that he would actually use in each situation.

On the chart below the sentences, record your findings by placing a check mark below the usage items chosen by each person.

1. In speaking to a member of your family, would you -- as a rule -- say:
   a) Roy can borrow the coat if he wants to.
   b) Roy may borrow the coat if he wants to.

2. In a conversation with a friend, would you ordinarily say:
   a) Have you got enough money for the tickets?
   b) Have you enough money for the tickets?

3. In a letter to a close friend, would you write:
   a) Tom has been bowling longer than me.
   b) Tom has been bowling longer than I.

4. At a business meeting of a local service club, would you -- in giving the treasurer's report -- say:
   a) Everyone is to pay their dues as soon as possible.
   b) Everyone is to pay his dues as soon as possible.
5. In an important business letter would you write:
   a) Who would you recommend to conduct the appraisal?
   b) Whom would you recommend to conduct the appraisal?
6. a) I can't hardly believe that a storm could do that much damage.
   b) I can hardly believe that a storm could do that much damage.

	can	may	have got	have	than me	than	their	his	who	whom	can't hardly	can hardly
Student												
Parent												
Salesclerk												
Office worker												
Professional man												

REVEALING ONESELF THROUGH LANGUAGE: T-1-9

T-1 Accident

An accident involving a child has just occurred. The child has a broken arm and a couple of broken ribs. You must tell the mother what has happened.

1. How do you want the mother to respond?
2. What message will you deliver to get the response you want?
3. What does your purpose in delivering the message tell about you?

Analyze all three parts, then construct the message.

T-2 Building Blocks: Giving Directions

Materials needed: (1) a bag of children's blocks (15-20) for each group of 4-5 students
(2) one blindfold for each group of students

Divide the students into groups of 4-5. Have students in each group sit in a circle on the floor around a bag of blocks. Blindfold one student in each group. Dump the blocks on the floor within the group. Students are to instruct the blindfolded student in building a tower with the blocks, The builder constructs the tower by placing one block atop another in a vertical line from the floor. The other students may not touch the "builder" nor any of the blocks. They may only communicate with the "builder" verbally and only the "builder" may handle the blocks. If the tower falls down at any point, the "builder" starts again. Establish a time limit of five minutes. The exercise may be a contest between the groups, i.e. the group that constructs the tower with the most blocks still standing at the end of the time limit "wins." Have students switch roles (but not groups) to allow as many as possible in the group the opportunity to be the builder. When students have completed the exercise, ask for their responses to the activity.

T-3 Talking About Others

Show half the class a picture of a person. (Half the class may have their backs to a projection.) Have them describe the person to the other half (in pairs). Then tell them that the person is present in the conversation. What changes are made in the conversation? What responses do the students have after the activity is complete? Written language skills can be one means by which self-image is communicated.

T-4 Giving Directions

1. In class, ask each student to write directions telling how a stranger to the school would get from the school parking lot to the principal's office.
2. The only instructions that should accompany the assignment are that the student should attempt to communicate the message as accurately as possible and no name should be put on the paper.
3. When the students have finished the writing, ask each student to write five numbers at the top of his paper (to be used for identification). Each student should record his own number.
4. Collect the papers from the students and then pass them back randomly.
5. Ask the students to take the paper he now has in his possession to five different people -- at least two adults.

6. Ask these people to make comments on what he thinks of the person who has written this paper. Each student should record the comments so that the writer will be able to read them later.
7. In class, discuss the kinds of responses that were made about the written statement.
8. Have the class draw conclusions about what we can learn about our written communication.

T-5 Making Judgments About People

Have the students organize a format for compiling their information from student activity 6. Show how class conclusions might differ from individual ones. See if students can isolate factors which cause the discrepancies.

T-6 Varying the Format

Present the same message several times varying the penmanship, format, word choice, and organization and make a judgment about what each reveals about the writer. Have students write a similar message in which they attempt to give the best impression of themselves.

T-7 Taking Minutes

Present the minutes of a meeting (1) in longhand, irregular format, crossed-out words (2) well-outlined but poor penmanship (3) good penmanship organized. Examine which person you "would most like" to take the minutes at your meeting. Hold meeting of small group in which five people take minutes on the topic: "the ways language expresses one's personality." Each person then write his minutes for the groups showing through clarity of penmanship, organization, format, and word choice that he accepts this responsibility of full cooperation with other members of the group.

T-8 Note Writing

Student write a note to a friend of the same sex in which he describes one experience he had in the last week. Examine: (1) What the interests of the writer are, (2) What kind of person he thinks his friend is.

T-9 Rumor Clinic

Use a rumor clinic. Have a direction or story repeated by several persons -- one telling the next about the situation, but not in the presence of the others. What conclusions about language can be drawn? Suggestions for story sources: 1. News articles

2. Detailed pictures

SECTION II:

SITUATIONAL FACTORS

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: BASIC ASSUMPTIONS

1. A primary purpose of all messages is clear communication.
2. Audience, purpose, and occasion are curcial factors for the communicator to consider when he wishes to send a message.
3. The connotations of words play an important part in the effect of the message on the audience.
4. An effective message depends on the cooperation of the sender and receiver.
5. An effective message is influenced by the sender's anticipation of his audience's response.
6. The audience evaluates the sender on the basis of the way in which the message is sent.
7. The greater the number of variables, the greater the likelihood of miscommunication.
8. One's self-image depends on how well one thinks he is understood.
9. Written messages differ from most speaking situations in that the receiver may be absent.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: OBJECTIVES

1. To talk with area employers as people with particular business interests

   S-5 S-1 S-2

2. To apply interviewing techniques to get to know an audience

   S-5 S-1 S-2 S-6 T-2

3. To demonstrate skill in asking appropriate questions in seeking information

   S-1 S-2 S-5 S-6

4. To demonstrate ability to choose language appropriate to a specific audience

   S-3 S-1 S-2 S-4 S-6 T-1 T-4

5. To compare audiences to determine appropriate language choices

   T-4 S-5 S-6 S-3 S-7 S-8 T-1

6. To learn to discriminate between oral and written message situations.

   S-1 S-2 S-6

7. To demonstrate understanding of the influence of occasion on language choice

   T-3 S-7 S-5 S-4 S-6 T-4

8. To make students aware of the standard procedures in filling out the forms

   S-9

9. To demonstrate that the effective message is influenced by the sender's anticipation of audience response

   S-4 S-5 S-6

10. To give students practice in making appropriate word choices in specific situations

    T-1 T-2 S-7 S-8

11. To discover attitudes that people hold about the correctness of particular language choices

    T-2 T-4 S-6 S-5

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: OBJECTIVES

12. To demonstrate the ability to make different language choices on the basis of one's purpose

13. To demonstrate the effort needed for clear communications

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: T-1-4

T-1

Read the statements below:

1. It is appropriate for a man to offer a woman his seat.
2. It is inappropriate for a woman to offer a man her seat.
3. It is appropriate to wear a tuxedo to a wedding.
4. It is inappropriate to wear a tuxedo to a basketball game.
5. It is appropriate to say, "I am not."
6. It is inappropriate to say, "I ain't."

What seems to be the basis for determining appropriate and inappropriate in the statements above?

T-2

To discover some attitudes that people have about the 'rightness' of language choices, use The Languages of Discovery by Neil Postman and Howard C. Camn, pp. 100-103.

T-3

Effects of Setting on Interviewing

Construct in the classroom a setting for interviews. This can be done quite simply with a desk, a few chairs, and other props available in the classroom. Have two students at a time play the roles of interviewer and interviewee in a job application situation. Below are suggestions for arranging the setting:

1. Cluttered desk, interviewer and interviewee sitting across from one another. A "secretary" interrupts every 30 seconds or so.
2. Cluttered desk, interviewer and interviewee sitting face to face on same side of desk, no interruptions, music in background.
3. No desk, two "comfortable" chairs, a small table in front of the chairs, flowers in a pitcher of water.
4. Desk with no papers on it, no chairs, "neat and tidy appearance," interviewer stands behind desk during entire interview.

Students may come up with other variations of interviewing situations. Explore the reactions of students to the various elements of setting in the interviewing situation.

T-4 Euphemisms

Below are listed phrases used to describe the behavior patterns of students on school evaluation forms:

1. Lazy -- can do more when he tries
2. Troublemaker -- disturbs class
3. Cheats -- depends on others to do his work
4. Stupid -- can do better work with help
5. Steals -- takes without permission
6. Uninterested -- not challenged
7. Insolent -- outspoken
8. Sloppy -- could do neater work
9. Clumsy -- not physically well coordinated
10. Rude -- inconsiderate of others

Discuss the effect of the words in the first column on a parent and/or student. Try to make some statements about why the words in the second column are used more often than those in the first column.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-1

Using the want ads in a newspaper, select a job that you think you are qualified for and interested in. Paste the ad here.

1. What questions do you have about the ad? (Write them.)

2. What questions would you ask the personnel manager about the job?

   a. What method would you use in communicating to get your questions across?

   b. What might you consider to make sure your questions are really answered?

   c. How might the questions differ if they were spoken or written?

Do it and then ask a personnel manager to evaluate the questions.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-2

Using the want ads in a newspaper, select an apartment or other living accommodations that interest you. Paste the ad here.

1. What questions do you need to ask the landlord or caretaker?

2. What questions do you have about the ad?

3. How might the questions differ if they were spoken or written?

4. Consider how your questions will reflect the kind of person that you are and the kinds of needs that you have. Ask a landlord to evaluate you questions and assess what kind of person you are. Summarize the landlord's response.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-3

There are three situational factors which influence the messages we send: The audience, the occasion, and the purpose of the message. We often vary the words of the message to accommodate these three factors in order to get the desired result.

You are the office manager for a business which employs 100 people.

Purpose of message: To remind employees about arriving at work on time.
Occasion: 25 percent of the employees recently have been arriving as much as 15 minutes late, three or four times a week.
Desired Result: People want to arrive at work on time and will start doing so.

Write the message taking into consideration the following facts about the audience:

> There has been a rather serious bus strike which started three weeks ago. Many of the employees ride the bus to work.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-3

Now write the same message taking the following facts into consideration:

> Golf is a popular sport among the employees. It is summer and they often play before coming to work. You enjoy golf and have played before work yourself.

Now write the message taking these facts into consideration:

> Four months ago there was reorganization in the business. As a result, 30 new employees, both men and women, were hired. They had not worked for the company before. You have noticed the new employees are the ones who seem to be coming in late the most.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-4

A friend of yours is waiting on the phone. Assuming that you have no personal car and that your father allows you to use the family car from time to time, how might you express to your father that you wish to use the car that night under the following circumstances:

a. Your father is discussing an insurance policy with his agent in the living room.

b. Your father has returned from work after an apparently exhausting day (you have already heard him telling your mother about all the things that went wrong).

c. Your father has just completed a very successful experience and feels that all is right with the world.

d. Your father is taking a nap on the davenport.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-5

Ask three employers what kind of difficulties they face in working with or supervising employees. What kind of concerns do they have in running their business?

What qualities do they look for in an interview with a prospective employee?

What do the three employers have in common?

How would you approach each for a job? What differences are there?

What communication skills are required in approaching each employer?

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-6

Ask three teachers what they consider to be a successful student. Try to pick three that appear to you to be quiet different. Compare the three, then analyze, without giving names, how your language choices and behavior may differ in communicating with each.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-7

Below is a list of words describing females. On the blank place the letters of the situations when it would be proper to use these words.

A. When talking to a close friend
B. When writing a letter of recommendation
C. When talking to a senator
D. When testifying at a trial
E. When speaking at student government
F. Never

_____gal
_____lady
_____doll
_____hussy
_____witch
_____bitch
_____frau

_____girl
_____flirt
_____skirt
_____nag
_____wifey
_____pussycat
_____heart-throb

_____granny
_____maiden lady
_____darling
_____femme
_____woman
_____biddy
_____sweetheart

_____the Mrs.
_____old maid
_____the little woman
_____madame
_____chick
_____spinster
_____ dame
_____broad

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-8

Words Identifying Family

Look at the list of words below. Which would be appropriate when speaking to:

A. A neighbor
B. A friend
C. A clergyman
D. A school official
E. A doctor
F. A father

_____mother
_____mom
_____mum
_____zoo keeper
_____the old man
_____papa
_____sir
_____kid
_____brat
_____brother

_____ma
_____moms
_____mommy
_____father
_____pop
_____dad
_____Mr. Big
_____baby
_____house ape
_____sister

_____the old lady
_____mama
_____chief cook
_____pa
_____pops
_____daddy
_____child
_____babe
_____monster
_____darlings

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

In this lesson you will learn how to fill out some important forms. These forms are used by most citizens during the course of their lives. It is to your advantage, therefore, to learn what these forms are and to complete them to the best of your ability. Be neat and accurate and be sure to carefully read the directions given.

Most forms will ask you to print your name. Be sure to print clearly. At the end of some forms, you will also be asked for your signature. In that case, write your name in longhand. If you are asked to sign you name in full, add your middle name.

Some forms may ask your age, and you simply write the number. In addition, you may be asked to give the date of your birth. Since space is limited, do not spell out the month. For example, write 1/14/56 instead of January 14, 1956.

On some application blanks you may find words you do not know. A few of these words and their meanings are listed below.

SPOUSE -- husband or wife

SURNAME -- last name

APPLICANT -- person filling out form

REGISTRANT -- person filling out form

INTERVIEWEE -- person filling out form

EMPLOYEE -- person filling out form

PURCHASER -- person filling out form

DEPOSITOR -- person filling out form

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Change of Address Forms

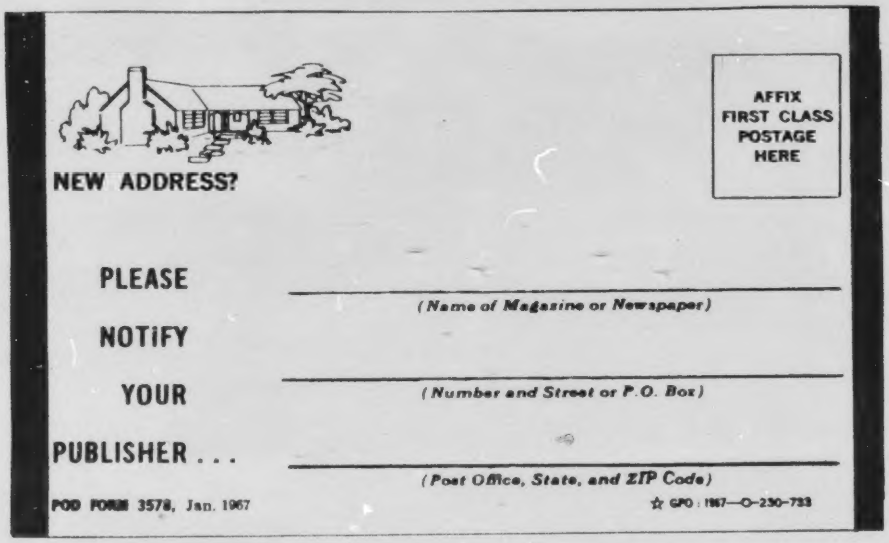
Your family is planning to move. Your mother wants to be sure that none of the family's mail gets lost. So you asked to go to the post office and fill out Change of Address forms. The clerk gives you three different forms. Fill them out.

1. Notice to Publishers (magazines and newspapers your family may subscribe to)
   Your father is anxious to continue receiving the local paper:

   The Herald
   2627 Main Street
   Mansfield, Ohio 44906

   Your old address is: 1819 Blues Road
   Mansfield, Ohio 44906

   Your new address is: 2021 Rock Avenue
   Youngstown, Ohio 44512



NEW ADDRESS?

AFFIX FIRST CLASS POSTAGE HERE

PLEASE ______________________
(Name of Magazine or Newspaper)

NOTIFY

YOUR ______________________
(Number and Street or P.O. Box)

PUBLISHER . . . ______________________
(Post Office, State, and ZIP Code)

POD FORM 3578, Jan. 1967

☆ GPO : 1967—O-230-733

TO MAKE SURE YOU GET YOUR MAGAZINE OR NEWSPAPER

Mail this change of address notice to your publisher today

Paste here old address label from copy of publication (if available). Omit Items 1, 2, and 3 when address label is furnished.

OLD	1 No. and Street, Apt., Suite, P.O. Box or R.D. No.	2. Post Office, State, and ZIP Code
	3 Show All Additional Dates and Nos. Included in Address Label (Necessary for identification)	
NEW	4. No. and Street, Apt., Suite, P.O. Box or R.D. No.	5. Post Office, State, and ZIP Code
	6. Name of Subscriber (Print or type)	7. Date of Address Change

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Change of Address Forms

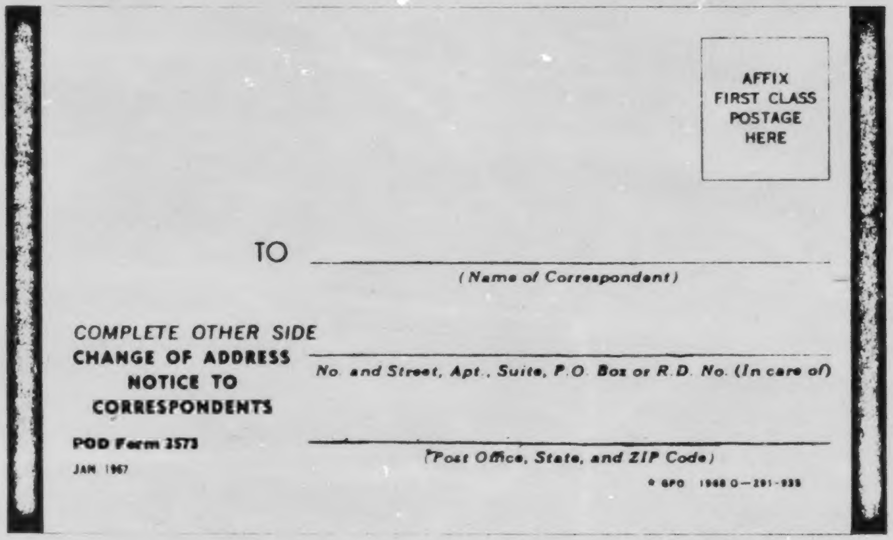
2. Notice to Correspondents (banks and companies with which your family does business on a fairly regular basis.)

The Bank's address is:
Union Bank
4556 Safe Avenue
Mansfield, Ohio 44906

Your old address is:
1819 Blues Road
Mansfield, Ohio 44906

Your new address is:
2021 Rock Avenue
Youngstown, Ohio 44512

Fill out the forms.



AFFIX
FIRST CLASS
POSTAGE
HERE

TO ____________________
(Name of Correspondent)

COMPLETE OTHER SIDE

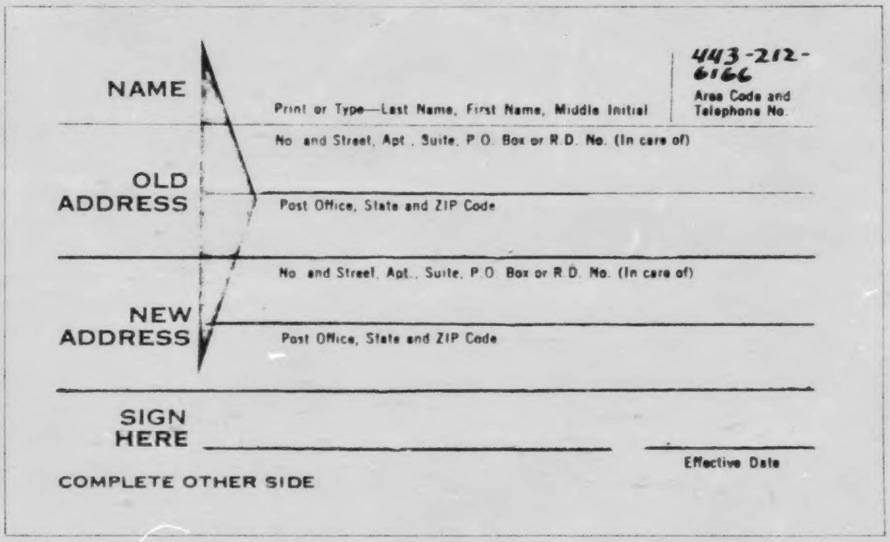
**CHANGE OF ADDRESS
NOTICE TO
CORRESPONDENTS**

____
No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)

POD Form 3573
JAN 1967

____
(Post Office, State, and ZIP Code)

© GPO 1968 O—291-935



NAME ____________________
Print or Type—Last Name, First Name, Middle Initial

443-212-6166
Area Code and Telephone No.

OLD ADDRESS
No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)
Post Office, State and ZIP Code

NEW ADDRESS
No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)
Post Office, State and ZIP Code

SIGN HERE ____________________ ____________________
Effective Date

COMPLETE OTHER SIDE

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

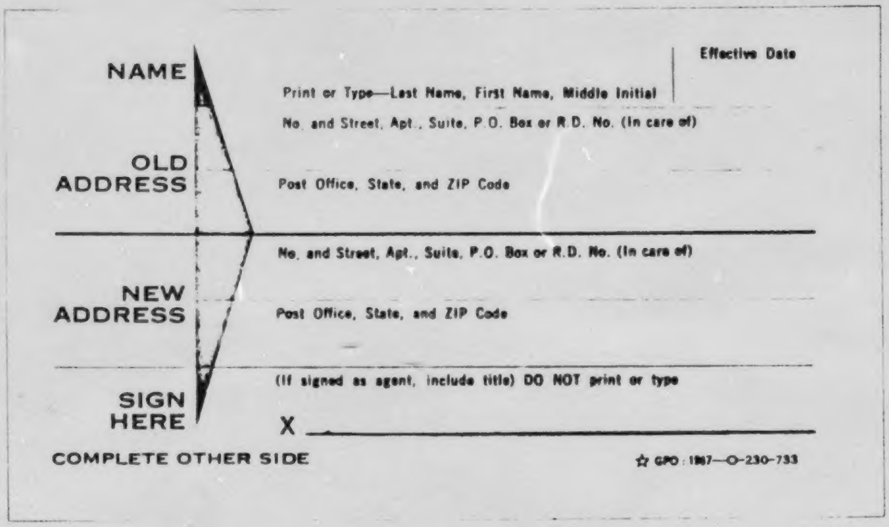
Change of Address Forms

3. Notice to the Post Office (Letters and bills will be forwarded by the Post Office.)

Your old address is: 1819 Blues Road
Mansfield, Ohio 44906

Your new address is: 2021 Rock Avenue
Youngstown, Ohio 44512

Fill out the forms.



NAME

Print or Type—Last Name, First Name, Middle Initial

Effective Date

OLD ADDRESS

No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)

Post Office, State, and ZIP Code

NEW ADDRESS

No. and Street, Apt., Suite, P.O. Box or R.D. No. (In care of)

Post Office, State, and ZIP Code

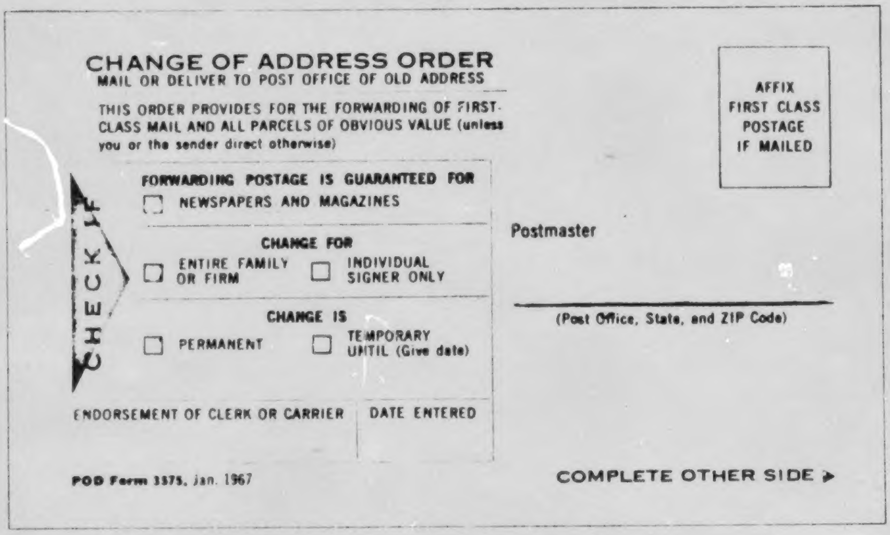
SIGN HERE

(If signed as agent, include title) DO NOT print or type

X ____________________

COMPLETE OTHER SIDE

☆ GPO : 1967—O-230-733



CHANGE OF ADDRESS ORDER
MAIL OR DELIVER TO POST OFFICE OF OLD ADDRESS

THIS ORDER PROVIDES FOR THE FORWARDING OF FIRST-CLASS MAIL AND ALL PARCELS OF OBVIOUS VALUE (unless you or the sender direct otherwise)

AFFIX
FIRST CLASS
POSTAGE
IF MAILED

CHECK IF

FORWARDING POSTAGE IS GUARANTEED FOR
☐ NEWSPAPERS AND MAGAZINES

CHANGE FOR
☐ ENTIRE FAMILY OR FIRM ☐ INDIVIDUAL SIGNER ONLY

CHANGE IS
☐ PERMANENT ☐ TEMPORARY UNTIL (Give date)

ENDORSEMENT OF CLERK OR CARRIER | DATE ENTERED

Postmaster

(Post Office, State, and ZIP Code)

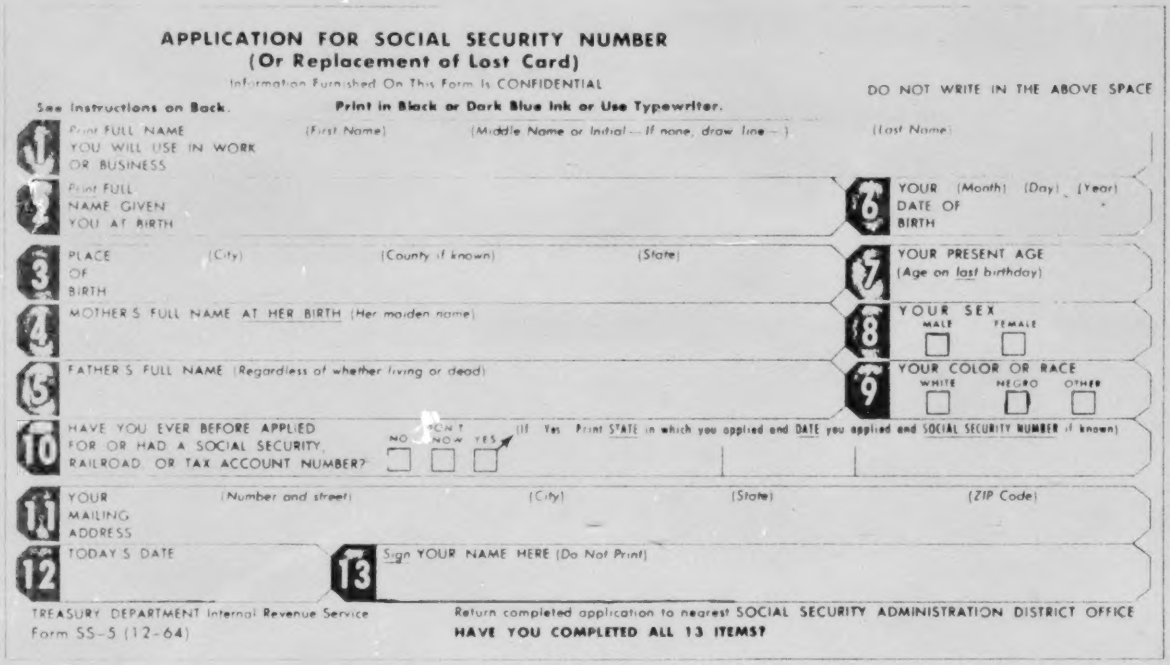
POD Form 3575, Jan. 1967

COMPLETE OTHER SIDE ➤

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Social Security Application Forms

You have discussed getting a part-time job with your school counselor. He explained that you need a Social Security number in order to get a job. You go to the post office and ask for an application for a social security number. The clerk hands you the following form. Read the directions carefully, and fill out the card.



APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. **Print in Black or Dark Blue Ink or Use Typewriter.**

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial — If none, draw line —) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

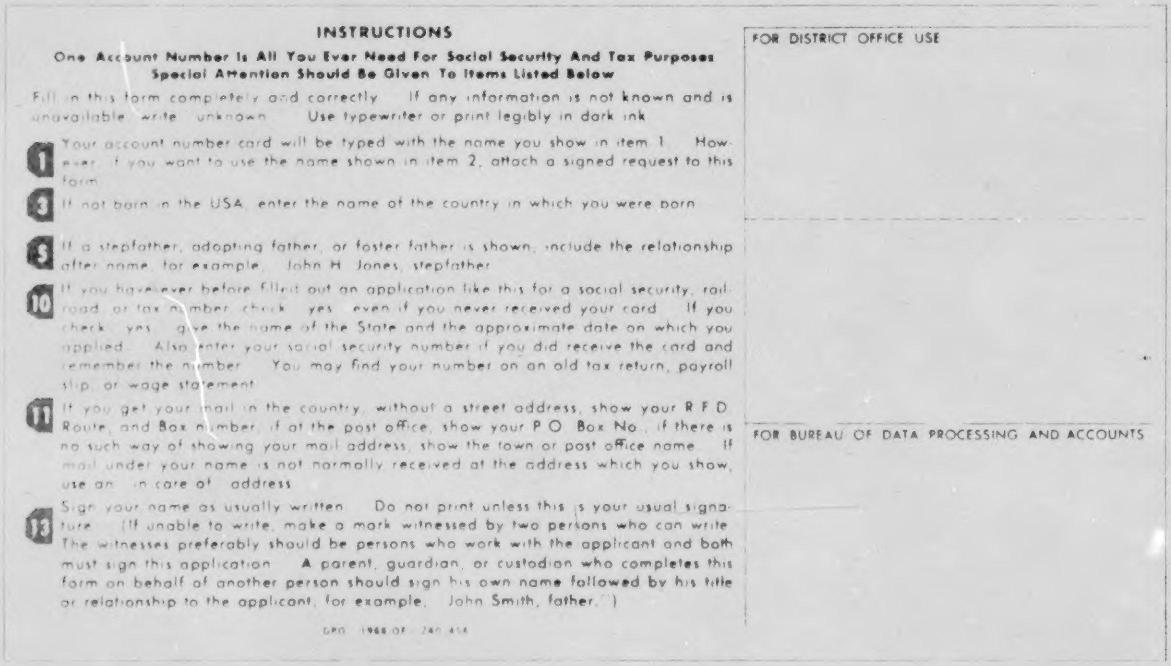
11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)

12 TODAY'S DATE

13 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?



INSTRUCTIONS

One Account Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your account number card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.F.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

13 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example, "John Smith, father.")

GPO 1968 OF 240 414

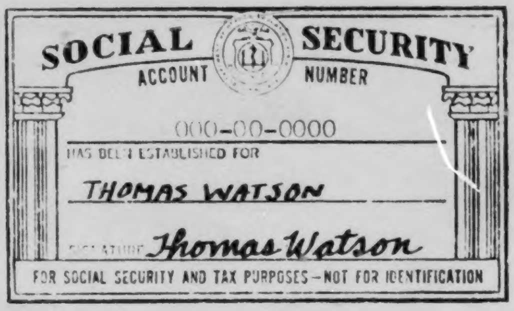
FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Social Security Application Forms

After your application has been processed, you will receive a Social Security card with your number on it.



SOCIAL SECURITY
ACCOUNT NUMBER

000-00-0000

HAS BEEN ESTABLISHED FOR

THOMAS WATSON

SIGNATURE Thomas Watson

FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

You should know the following information about Social Security:

1. Social Security is a governmental program established in 1935. The main purpose of the program is to provide financial support to people who are no longer able to work.
2. Payments are made to people who have retired (men at age 65; women at 62).
3. Payments are also made to people who retire because of physical disability.
4. The payments a person receives at retirement depend on how much he earned during his working years.
5. Social Security also provides medical care for people who are 65 or over.
6. Children under eighteen may receive Social Security payments if their father dies or if he retires because of ill health or disability.
7. Social Security is supported by money deducted from the salaries of working people.
8. Money taken from a person's salary is credited to his name and Social Security number.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Job Application Form

WHAT TO DO: You have been called for an interview. When you arrive, you are asked to fill out a job application form. Be sure to be accurate and neat. Write "none" if a question does not apply to you.

Job Application

Position Applying For: ______________________ Date ____________

Name ______________________________________ Male ☐ Female ☐
Last First Middle

Present Address ______________________________ Phone ________
Number Street City

Date of Birth ____________________ Are you a U.S. Citizen? Yes ___ No ___

Check (✓) One	Single	Married	Widowed	Separated	Divorced	Height	Weight	Color of Eyes	Color of hair
	___	___	___	___	___	___ ft ___ in	______	______	______

First Name of Wife (Husband) __________ Her (His) Place of Employment __________

Number of Children _____ Ages __________________ Number of Other Dependents _____

EDUCATION	NAME AND LOCATION OF SCHOOL	DATE GRADUATED OR LAST YEAR ATTENDED	COURSE OF STUDY
Elementary			
High School			
College			
Other (business or trade school)			

HEALTH RECORD:

Check (✓) One Excellent _____ Good _____ Poor _____

Specify any serious injuries ______________________________________

Job Application Forms

WORK EXPERIENCE

(List Most Recent First)

Company Name & Address	Mo. Yr.	Position	Reason for Leaving
1.	From: To:		
2.	From: To:		
3.	From: To:		
4.	From: To:		

REFERENCES

(List names of three people, not related to you, whom you have known for at least one year)

NAME	ADDRESS	PHONE	BUSINESS

For those applying for clerical work only

Typing Rate__________________

Shorthand Speed__________________

Office Machines
you can operate__________________

I certify that the information contained herein is true to the best of my knowledge and belief.

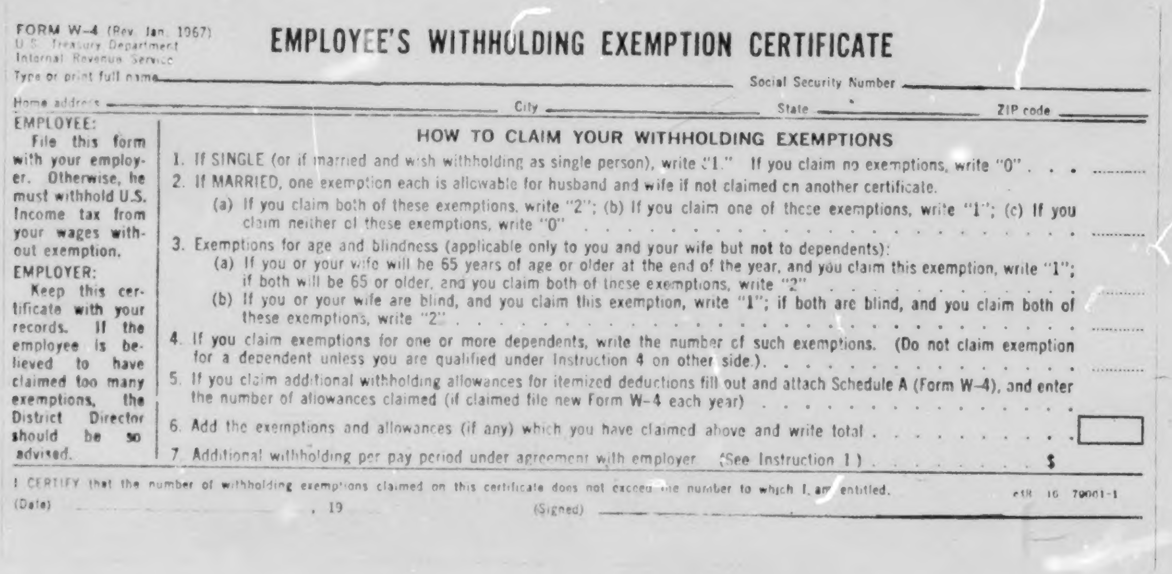
____
Signature of Applicant

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Withholding Statement

You got the job! Your new employer gives you the following form that must be filled out for income tax purposes. When completing this form, keep in mind the meaning of these key words:

EMPLOYEE: person who works for a compay (you)
EMPLOYER: the company you work for,
DEPENDENTS: people depending on you for support (including yourself)
EXEMPTIONS: the number of people depending on you for support (including yourself)
DEDUCTIONS: amounts of money withheld from your pay



FORM W-4 (Rev. Jan. 1967)
U.S. Treasury Department
Internal Revenue Service

EMPLOYEE'S WITHHOLDING EXEMPTION CERTIFICATE

Type or print full name ______ Social Security Number ______
Home address ______ City ______ State ______ ZIP code ______

EMPLOYEE: File this form with your employer. Otherwise, he must withhold U.S. Income tax from your wages without exemption.

EMPLOYER: Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

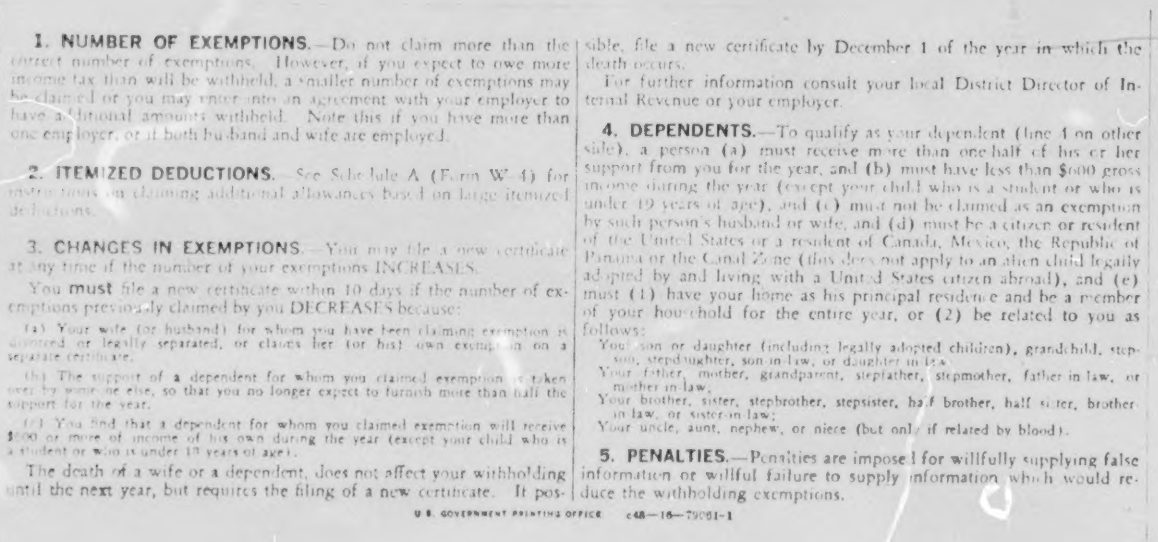
HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . .
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . .
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . .
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.) . . . .
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . .
6. Add the exemptions and allowances (if any) which you have claimed above and write total . . . ☐
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . $

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

c48 16 79001-1

(Date) ______, 19 ___ (Signed) ______



1. NUMBER OF EXEMPTIONS.—Do not claim more than the correct number of exemptions. However, if you expect to owe more income tax than will be withheld, a smaller number of exemptions may be claimed or you may enter into an agreement with your employer to have additional amounts withheld. Note this if you have more than one employer, or if both husband and wife are employed.

2. ITEMIZED DEDUCTIONS.—See Schedule A (Form W-4) for instructions on claiming additional allowances based on large itemized deductions.

3. CHANGES IN EXEMPTIONS.—You may file a new certificate at any time if the number of your exemptions INCREASES.

You **must** file a new certificate within 10 days if the number of exemptions previously claimed by you DECREASES because:

(a) Your wife (or husband) for whom you have been claiming exemption is divorced or legally separated, or claims her (or his) own exemption on a separate certificate.

(b) The support of a dependent for whom you claimed exemption is taken over by someone else, so that you no longer expect to furnish more than half the support for the year.

(c) You find that a dependent for whom you claimed exemption will receive $600 or more of income of his own during the year (except your child who is a student or who is under 19 years of age).

The death of a wife or a dependent, does not affect your withholding until the next year, but requires the filing of a new certificate. If possible, file a new certificate by December 1 of the year in which the death occurs.

For further information consult your local District Director of Internal Revenue or your employer.

4. DEPENDENTS.—To qualify as your dependent (line 4 on other side), a person (a) must receive more than one-half of his or her support from you for the year, and (b) must have less than $600 gross income during the year (except your child who is a student or who is under 19 years of age), and (c) must not be claimed as an exemption by such person's husband or wife, and (d) must be a citizen or resident of the United States or a resident of Canada, Mexico, the Republic of Panama or the Canal Zone (this does not apply to an alien child legally adopted by and living with a United States citizen abroad), and (e) must (1) have your home as his principal residence and be a member of your household for the entire year, or (2) be related to you as follows:

Your son or daughter (including legally adopted children), grandchild, stepson, stepdaughter, son-in-law, or daughter-in-law;
Your father, mother, grandparent, stepfather, stepmother, father-in-law, or mother-in-law;
Your brother, sister, stepbrother, stepsister, half brother, half sister, brother-in-law, or sister-in-law;
Your uncle, aunt, nephew, or niece (but only if related by blood).

5. PENALTIES.—Penalties are imposed for willfully supplying false information or willful failure to supply information which would reduce the withholding exemptions.

U.S. GOVERNMENT PRINTING OFFICE c48—16—79001-1

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Mail Order Form

In honor of your first pay check, you decide to buy a new wallet. In a catalogue you see one that you like. It is listed in this way:

81S306D Wallet brown or black imitation leather $3.25 weight 5 oz.

Using the following form, order the wallet as a cash order. Sales tax will be $.09 and postage will be $.21. When filling out this form, it will be useful to know the meaning of the words:

QUANTITY: the number of items you have ordered
30-DAY CHARGE ORDER: you have 30 days in which to pay for the things you order
DOWN PAYMENT: part of the total sum that is given when the order is made
C.O.D.: Cash on Delivery. You pay for the article you order when you receive it.

NORMAN, INC.
8109 Virginia Drive
DETROIT, MICHIGAN 48229

Date ____________________

NAME ____

ADDRESS ____

CITY ______________ STATE ______________ ZIP CODE __________

article	catalog no.	color/style	size	quantity	cost each	total price	

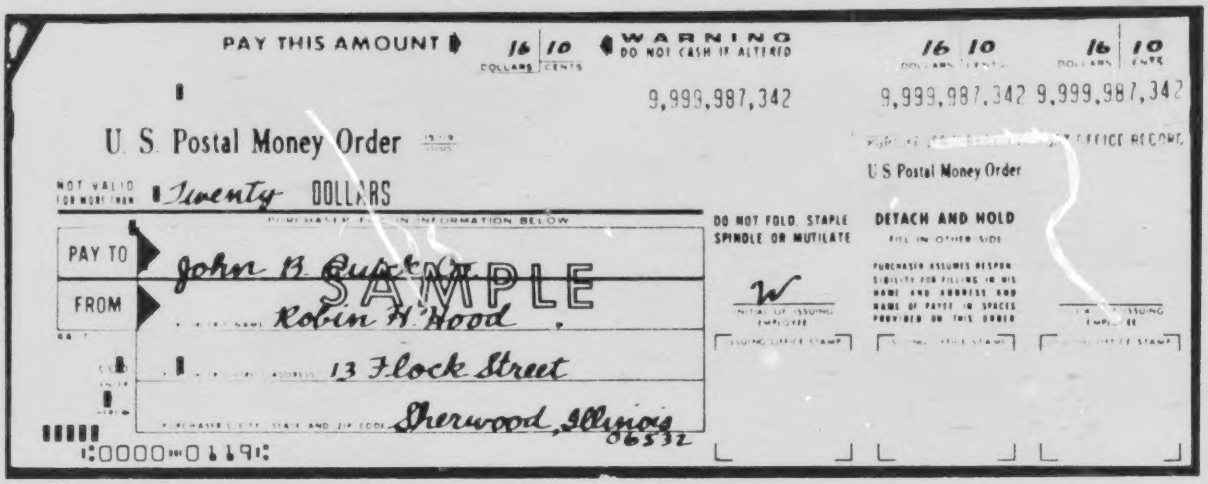
Mark one:
I enclose ☐ check ☐ money order
Send COD ☐ 30-day charge ☐

sales tax:		
postage:		
total:		
amount enclosed:		

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Money Order

Study the money order form made out by Mr. Robin H. Hood. Mr. Hood is the purchaser. He is sending $16.10 to John B. Quick Co. The stub marked "DETACH AND HOLD" is kept by Mr. Hood for his records. Using this form as a guide, fill in the blank money order given below. You are sending $3.25 plus tax and postage to Norman, Inc., Detroit, Michigan 48207, for a wallet that you have ordered.



PAY THIS AMOUNT 16 DOLLARS 10 CENTS

WARNING DO NOT CASH IF ALTERED

9,999,987,342

U S Postal Money Order

NOT VALID FOR MORE THAN Twenty DOLLARS

PURCHASER FILL IN INFORMATION BELOW

PAY TO John B. Quick Co.

FROM Robin H. Hood

13 Flock Street

Sherwood, Illinois 06532

SAMPLE

:0000‑0119:

DO NOT FOLD, STAPLE SPINDLE OR MUTILATE

W

INITIAL OF ISSUING EMPLOYEE

ISSUING OFFICE STAMP

16 DOLLARS 10 CENTS 9,999,987,342

U S Postal Money Order

DETACH AND HOLD

FILL IN OTHER SIDE

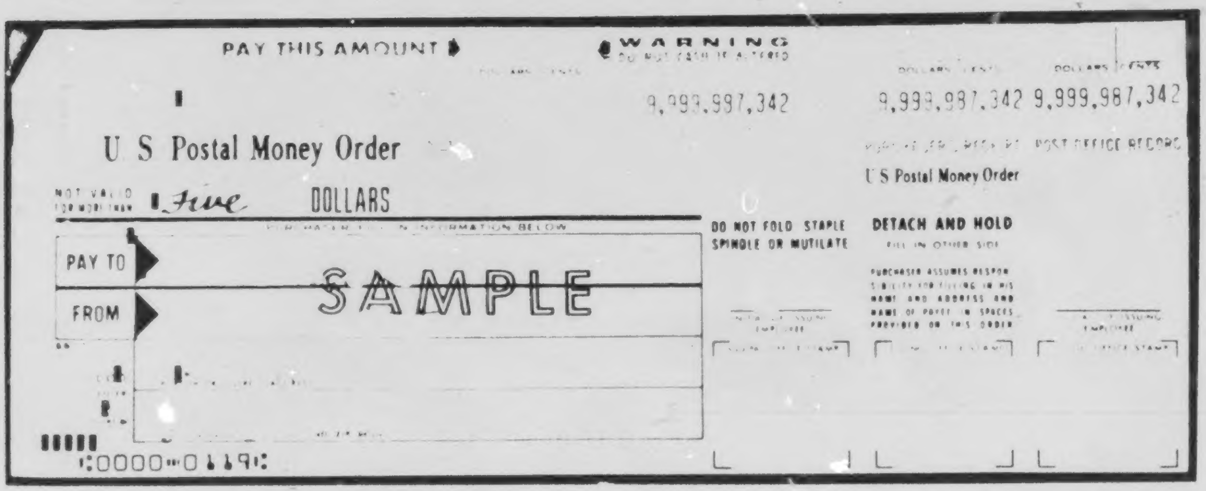
PURCHASER ASSUMES RESPONSIBILITY FOR FILLING IN HIS NAME AND ADDRESS AND NAME OF PAYEE IN SPACES PROVIDED ON THIS ORDER

16 DOLLARS 10 CENTS 9,999,987,342

POST OFFICE RECORD

INITIAL OF ISSUING EMPLOYEE

ISSUING OFFICE STAMP



PAY THIS AMOUNT DOLLARS CENTS

WARNING DO NOT CASH IF ALTERED

9,999,997,342

U S Postal Money Order

NOT VALID FOR MORE THAN Five DOLLARS

PURCHASER FILL IN INFORMATION BELOW

PAY TO

FROM

SAMPLE

:0000‑0119:

DO NOT FOLD STAPLE SPINDLE OR MUTILATE

INITIAL OF ISSUING EMPLOYEE

ISSUING OFFICE STAMP

DOLLARS CENTS 9,999,987,342

U S Postal Money Order

DETACH AND HOLD

FILL IN OTHER SIDE

PURCHASER ASSUMES RESPONSIBILITY FOR FILLING IN HIS NAME AND ADDRESS AND NAME OF PAYEE IN SPACES PROVIDED ON THIS ORDER

DOLLARS CENTS 9,999,987,342

POST OFFICE RECORD

INITIAL OF ISSUING EMPLOYEE

ISSUING OFFICE STAMP

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Deposit Slip

In order to provide an efficient way of paying your bills, you decide to open a checking account. Depositing money in a checking account is a simple matter, but it must be done carefully in order to avoid making mistakes. Below you will find a sample deposit slip, showing both front and reverse sides. (Not all deposit slips are alike. Some do not require as much information as the example below.) To fill out the front side properly, you will need to know the following:

1. Date: On this line, place the date of the day you are making the deposit.
2. Currency: Here, place the total amount of paper money you wish to deposit.
3. Coin: Place the total amount of coins you wish to deposit.
4. Checks: List the total amount of the check or checks you wish to deposit.
5. Total: Add currency, coin, and checks to get total of deposit.

You will fill in the reverse side of the deposit slip only when you are depositing more than one check. Whenever you have several checks, consider the following information:

1. List in the first column the amount of each check you are depositing. In the second column, write the name of the bank that appears on the checks.
2. Total the amout of all the checks. Write this total on the front side of the deposit slip next to the line marked "Checks."

Deposit Slip (front side)

Deposited in
CLEAR VALLEY BANK
1545 PARK STREET
YOUNGSTOWN, OHIO

Date: ____________

Currency		
Coin		
Checks		
TOTAL		

(List checks on reverse side)

486-XX-2782

Deposit Slip (reverse side)

Please list each check separately and specify bank on which each is drawn

Checks	Amount	
TOTAL		

Enter this sum
on reverse side.

SITUATIONAL FACTORS: AUDIENCE, PURPOSE, OCCASION: S-9

Credit Application

After you have been working for a time, you may wish to open a charge account at a local store. Before opening a charge account, consider just how much money you can afford to spend in monthly payments. Then find out what types of charge accounts are available. Choose a plan that suits your budget. Make certain you understand the terms of the agreement. And most important, make certain that your payments are made according to the terms of the agreement and that they are made on the agreed date. Paying your bills on time will give you a good credit rating. A good credit rating is important because it indicates that you are an honest and responsible person. At some time in your life, it may be necessary for you to borrow a large sum of money. A good credit rating is necessary for you to get such a loan.

You wish to open a charge account at a local department store. Fill out the form given below.

HANCOCK'S DEPARTMENT STORE

1810 Rick Avenue
Youngstown
Ohio 44512

Credit Application

Contract number ________

Name in full ____________ Age ____ Spouse's name ________

Address ____________ City ________ Telephone ________

Employed by ____________ Address ____________

How long ________ Position ________ Take home pay per month $ ______

Your bank ________ Branch ________ Checking ____ Savings ____ Loan ____

Own auto ____ Make ________ Year and Model ________ Mortgaged ______

To Whom ____________ Address ____________

Name and address of nearest relative not living with you ____________

____

Credit references ____________________________

____

Date ____________ SIGNATURE ____________

SECTION III:

ORGANIZING THE MESSAGE

ORGANIZING THE MESSAGE: BASIC ASSUMPTIONS

1. Before a message can be delivered in all cases, it is necessary to organize the material that is to be presented.
2. Organization increases the efficiency of messages.
3. Organization is based on conventions of thought and practice.
4. Organization is determined by situational factors.
5. Organization is a process of gathering, selecting, and presenting information.
6. Orgainzation reveals, in part, the self-image of the sender and his relationship to his audience.

ORGANIZING THE MESSAGE: CONTENTS

A. Asking Questions: Significant-Trivial Responses

B. Understanding Topics
  1. Discriminating Between Kinds of Topics
  2. Limiting the Subject
  3. Selecting Topics

C. Classifying
  1. Arranging from Specific to General
  2. Selecting the Larger Idea
  3. Recognizing Related Ideas
  4. Determining Class Headings
  5. Classifying Newspaper Ads
  6. Classifying Things and Ideas

D. Gathering Information
  1. Gathering Material from Observation
  2. Finding Synonyms
  3. Using an Index I
  4. Reading an Index II
  5. Making an Index
  6. Finding Information in Reference Materials
  7. Finding the Main Idea I
  8. Finding the Main Idea II
  9. Finding the Topic Sentence
  10. Skimming and Scanning I
  11. Skimming and Scanning II
  12. Paraphrasing and Summarizing (job description)
  13. Notetaking
  14. Selecting the Best Topic Sentence
  15. Supplying Details

ORGANIZING THE MESSAGE: A
ASKING QUESTIONS: SIGNIFICANT-TRIVIAL RESPONSES

All of us, perhaps, have been elated when someone, responding to something we've said or written, has asked the "right" question. His question tells us he's been listening carefully and/or that we communicated clearly. Developing an idea about the difference between trivial and significant questions comes out of our own individual experiences. Many people, however, have difficulties in becoming skillful in asking significant questions. One complicating factor is that the difference between significan and trivial is a relative one, much like the difference between "hot" and "cold." We all have some idea about the differences between "hot' and "cold," but we probably would hesitate to set any certain temperature as being cold. A mid-winter day when the temperature reaches 35° would be quite warm after two weeks of sub-zero temperatures. The same idea works on the difference between "significant" and "trivial." On occasion, a subject which seems "trivial" can become "significant" and vice versa.

One way to begin developing your sense of significant questions can be to borrow a technique used by journalists. In writing a newspaper article, reporters must have the following questions answered: who, what, when, where, why, and how. Approaching a topic, a conversation, or job interview, (adding the question "how much"!) with this set of questions can lead us to determine the significant question(s) depending on our purpose.

Below is an exercise which asks you to come up with a series of five questions about a piece of information. You are then asked to make a choice from the five as to which you think is the most important question. As a general guide "why, what, and how" questions are the most significant questions to ask. These questions are particularly appropriate when discussing ideas on politics, religion, literature, social concerns, etc. In other situations, "who, when, and where" may be equally as significant as "why, what, and how."

Read the following paragraphs. Ask a who, what, when, where, why, and how question about the following. Write the question you feel is the most significant. Remember that you are not seeking to ask questions that can be answered in the paragraph itself, but questions which could bring you more information or a clearer understanding about what the person is saying.

1. The human potential for accomplishment is probably one of the greatest undeveloped resources on earth. No one knows the heights a person can attain. Occasionally, and accidentally, some unusual circumstance will motivate a person to do something he otherwise could never do. We have seen unusual physical accomploshments under severe conditions of panic or fear (a mother single-handedly lifting a car off her child). Under hyponosis, people can be called on to do mental or physical feats they are incapable of performing when conscious.

ORGANIZING THE MESSAGE: A
ASKING QUESTIONS: SIGNIFICANT-TRIVIAL RESPONSES

2. The management of data-processing or information-systems functions is difficult. The managers of each of the subfunctions, such as operations, programming, systems, research, and development, must function as specialists in their respective fields. The overall management of the function must not only be capable of planning, organizing, directing, and measuring the efforts of these specialists, but must also be able to interpret its own needs and act with a general management orientation. In other words, the overall systems function management must act as a generalist -- not a specialist. In addition to the above, the overall data-processing manager must find time to develop and train his immediate subordinate managers in the differences between specialization and generalization so that one or more of them will be ready for promotion as he moves up the organizational ladder.

3. As a business expands and its numbers of personnel, invoices, inventory items, and so forth, grow, the problems of controlling the systems which keep track of the daily, monthly, and annual position of the business also grow. Using people to maintain control is a difficult task. Obtaining enough competent help and maintaining an exact system, so that all persons perform the job in precisely the same way, are problems which are frequently encountered. Complicated written procedures must be prepared and maintained if human error is to be minimized. The maintenance of a staff to write these procedures still further increases the cost of operations.

4. The designers of all these products have a responsibility to maintain an environment that provides aesthetic satisfaction to those who must live within it. The scope of this responsibility includes a concern that man's sensibilities and appreciation for beauty and aesthetic goodness are nutured rather than smothered. A good architect recognizes his responsibility for the visual impact his building will have on the entire community. He strives to create a structure that enhances and contributes to everyone's appreciation of a beautiful environment. The design engineer must also take an aesthetic responsibility for the visual effect of his products. For, by abundance alone, the multiplicity of engineered products can dominate our environment just as a single large building dominates its neighborhood.

ORGANIZING THE MESSAGE: A: WORKSHEET

Paragraph 1

Questions:

Who? ______________________________

____

What? ______________________________

____

When? ______________________________

____

Where? ______________________________

____

Why? ______________________________

____

Most significant? ______________________________

Paragraph 2

Questions:

Who? ______________________________

____

What? ______________________________

____

When? ______________________________

____

Where? ______________________________

____

Why? ______________________________

____

Most significant? ______________________________

ORGANIZING THE MESSAGE: A: WORKSHEET

Paragraph 3

Questions:

Who? ____________________

____

What? ____________________

____

When? ____________________

____

Where? ____________________

____

Why? ____________________

____

Most significant? ____________________

Paragraph 4

Questions:

Who? ____________________

____

What? ____________________

____

When? ____________________

____

Where? ____________________

____

Why? ____________________

____

Most significant? ____________________

ORGANIZING THE MESSAGE: B-1
DISCRIMINATING BETWEEN KINDS OF TOPICS

One way to understand the overall organization of the messages we send verbal or written is to think of those messages in terms of four major kinds of topics: (1) why topics, (2) what topics, (3) how topics, and (4) compare-and-contrast topics. Each of these topics tries to get at the purpose of the message. Each calls for differences in approach and development. Almost all topics will fall under one of these major types. The discussions below describe the main features of the major kinds of topics and point out the major differences among the kinds of topics.

B-1: Part A, Why Topics

Why topics ask you to give your own opinion, to share your own feelings, to communicate your own individual reactions. The information, the message, may differ considerably from person to person. Why topics, in short, come from the private domain.

Not all "why" topics will begin with the word "Why." It is essential, therefore, to keep in your mind what the topic is asking you to do.

Ex. "What are my reasons for applying for this job?" is a "why" topic. It could be rewritten to begin with "why": "Why I am applying for this job." Even without rewriting, however, the topic itself should be identified as a "why" topic because it calls for personal comments and not for the results of a national poll on why people desire jobs.

Below is a list of "why" topics. Note carefully that not a single one begins with the word "why."

1. What I disliked about working as a typist.
2. Discuss your views on the new bookkeeping procedures.
3. How do you feel about signing loyalty oaths?
4. Give your reactions to the new training manual.

Restate these as "why" topics.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

ORGANIZING THE MESSAGE: B-1

B-1: Part B, What Topics

What topics are like how and compare/contrast topics in one important way: they all take their information from the public domain. This means that the information typically comes from a variety of printed materials, newspapers, magazines, books, etc. It is information that is a matter of record of some sort and that is not dependent on one's personal response to the information.

What topics ask you to gather information, to describe, to classify, to narrate, perhaps to analyze. Again, not all what topics begins with the word "what."

Ex. "Why do people want jobs outside urban areas?" is a "what" topic. It could be restated as "What reasons do people give for wanting jobs outside urban areas?" The topic does not ask for your personal reason but the topic instead asks you to gather and put together information from public sources such as government statistics, magazine polls, etc.

Below is a list of "what" topics. None begin with the word "what."

1. Explain the major features of the office education program.
2. Describe some uses of computers by small businesses.
3. Discuss the major causes of automobile accidents in the U.S.
4. State the arguments for work/study programs for high school students.

Restate these as "what" topics.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

B-1: Part C, How Topics

How topics are very similar to what topics. They differ, however, in three important ways: (1) How topics deal with technical subjects to show how to do something or how something is done. (2) How topics ask you to be specific and not to generalize. For example, the topic, "how to repair airplane engines" is too general to be helpful to a reader. The topic should deal with a particular type of aircraft, manufactured by a particular company in a particular year. (3) How topics demand a definite order in the arrangement of information based on a time sequence; main ideas and details are stated in the order in which they occur.

Once again pay careful attention to what the topic is asking you to do. On many occasions the usual clue words of why, what, and how may mislead you from the task you want to complete.

Ex. "What I did to obtain my first job" is a how topic. It may be written "How I obtained my first job." Note especially that this topic is not a why topic. It does not ask you to give your feelings (private domain) about the process of getting the job, just your actions (public domain) in the order in which they occurred.

Below is a list of how topics which do not contain the word how.

1. The technique of taking dental x-rays
2. Do-it-yourself: Make pottery on a wheel
3. What to do to check out a book from the school library
4. The proper procedure for obtaining a driver's license

Restate these as "how" topics.

1. ____

   ____

2. ____

   ____

3. ____

   ____

4. ____

   ____

B-1: Part D, Compare and Contrast

Comparison topics and contrast topics are special forms of what topics. The special feature of comparison topics is that they present the meaningful similarities between two or more things or ideas. (Contrast topics present meaningful differences.) Both comparison and contrast topics may be organized in exactly the same way. They are often combined so that both comparison and contrast often appear in a single topic.

> Ex. "What are the similarities (differences) between typing and keypunch?" is a comparison (contrast) topic. The topic could be restated as "Compare (contrast) typing and keypunch." Remember that comparison and contrast topics are special forms of what topics.

Most comparison and contrast topics will have word signals ("similarities," differences," etc.) which indicate the task of these kinds of topics. Below is a list of comparison/contrast topics with some possible word signals underlined.

1. Distinguish between the terms "skilled" and "semi-skilled" as they apply to jobs in the automobile industry.
2. Contrast the level of training required of doctors with that required of nurses.
3. Explain the similarities between man's brain and electronic computers.
4. Discuss the similarities and differences between the book and movie version of *A Farewell to Arms*.

ORGANIZING THE MESSAGE: B-1

Below is a list of topics. Indicate in the space provided the kind of topic involved (why, what, how, compare/contrast). Remember to concentrate on what the topic asks you to do. Use the following symbols for each type of topic:

What topic: wtt Why topic: wyt How topic: ht Compare/Contrast: C/Ct

1. Your reactions to modern painting. _____
2. The most recent theory concerning cancer. _____
3. The program of women's liberation groups. _____
4. How to fill out a social security application. _____
5. Discuss your reasons for wanting this job. _____
6. The way in which a certain foundry makes castings. _____
7. Distinguish between the physical symptoms of alcohol use and heroin use. _____
8. What is your feeling about censoring the news media. _____
9. Explain how an electric eye works. _____
10. Discuss automobiles of today and those of 20 years ago. _____
11. On-the-job training should be available to all high school students who want it. _____
12. Some forms of government practiced in the world today. _____
13. Kinds of jobs for college graduates in foreign language. _____
14. How UNICEF began. _____
15. What are the differences between schools today and schools of 1900 _____

ORGANIZING THE MESSAGE: B-2

LIMITING THE SUBJECT

Eleven of the subjects listed below are limited enough to be treated adequately in a paper of 200-300 words (about two pages). Twelve others are too broad, covering too much territory to serve as good subjects for short papers. Put a check in the blank before each subject that you think suitable for a short paper. Opposite each item you do not check, write a more limited phase of the same subject.

1. ___ Electronics ______________________________
2. ___ Harman Killebrew's Last Homer ______________________________
3. ___ Plymouth Drop-In Center ______________________________
4. ___ Communist Propaganda ______________________________
5. ___ Popular Music ______________________________
6. ___ My First and Last Blind Date ______________________________
7. ___ Litterbugs Have Invaded Our School ______________________________
8. ___ Winston Churchill ______________________________
9. ___ My Little Brother's Short Career
   as a Blackmailer ______________________________
10. ___ The Problem of Human Dishonesty ______________________________
11. ___ How to Use an Airbrush ______________________________
12. ___ Fashions Through the Ages ______________________________
13. ___ Science Offers Many Careers ______________________________
14. ___ Across the Country in Seven Hours ______________________________
15. ___ How Radar Traffic Control Cuts
    Down Accidents ______________________________
16. ___ Commercial Art ______________________________
17. ___ The Job I Didn't Get ______________________________
18. ___ The Olympics ______________________________
19. ___ Mexico and Its People ______________________________
20. ___ Everyone Likes Our Combo but
    the People Next Door ______________________________

ORGANIZING THE MESSAGE: B-2

21. ___ The Red Cross ______________________________

22. ___ So You Want To Be a Diplomat ______________________________

23. ___ Hitch Hiking ______________________________

ORGANIZING THE MESSAGE: B-3

SELECTING TOPICS

Following is a list of headings for possible topics to write or speak about, Under each heading list four (4) limited topics that you know about, or would like to find out about.

1. How to make or do something; how something works
   (Ex: Repairing our toaster)
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

2. Interesting places
   (Ex: Grandma's attic; our cabin up North)
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

3. Memorable incidents in my life
   (Ex: How I broke my arm)
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

4. Interesting people
   (Ex: An aggressive bum)
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

5. Local, state, ornational problems that interest me.
   (Ex: The new tax plan)
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

6. Ideas and viewpoints I want to unserstand, explain, disagree with or persuade others to believe
   (Ex: The kind of college I would like to attend)
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

7. Personal problems
   (Ex: On being a younger sister)
   a. ______________________________
   b. ______________________________
   c. ______________________________
   d. ______________________________

8. Books, magazines, newspapers, movies, theater, TV, and radio
(Ex: Why I prefer plays to movies)
a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________

9. Careers
(Ex: A job I got fired from)
a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________

10. Social problems of people my age
(Ex: What comes after graduation?)
a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________

ORGANIZING THE MESSAGE: C-1

ARRANGING FROM SPECIFIC TO GENERAL

Rearrange the items in the following lists, starting with the one most specific in meaning and ending with the one most general.

1. Quadruped, Lassie, can[illegible] organizm, dog, animal, Collie
2. A publication, the Kansas City Star, a newspaper, a daily, the press
3. Fiction, "The Cask of Amontillado," prose, short story, literature
4. Food, cake, the chocolate cake I bought last night, dessert, Pillsbury's chocolate cake
5. Heroine of "Kludt," female, Jane Fonda, actress, human being, movie star

Answers:

1. ____
2. ____
3. ____
4. ____
5. ____

ORGANIZING THE MESSAGE: C-2

SELECTING THE LARGER IDEA: Part I

From each of the following groups of ideas, pick out the one that could be used as a main heading for the group. Write the main heading first and under it list the other ideas as subheads in the order that seems the most logical to you. Symbolize main heading with M and the other ideas with numbers 1-5 according to logical order.

A. ___ More chances for jobs

___ Easier to get together with friends

___ Greater educational advantages

___ Bigger and better stores

___ Advantages of living in a large city

___ Wider choice of recreational activities

B. ___ Turning in assignments late

___ Not asking questions about points that aren't clear

___ Main causes of failure in school subjects

___ Copying friend's work instead of doing it oneself

___ Wasting unscheduled time

___ Day dreaming in class

C. ___ The back fence gossips

___ The hot-rod driver

___ Neighborhood pests

___ The noisy party giver

___ The doting parents of bratty children

___ The advice givers

ORGANIZING THE MESSAGE: C-2

SELECTING THE LARGER IDEA: Part II

From each of the following groups pick out two statements that could be used as main headings. Write the main headings down and under each, list the other ideas as subheads in the most logical order.

A. Put loyalty to group ahead of school
Advantages of high school sororities and fraternities
Take time that could be spent on other, more democratic things
Give members practice in cooperating with others
Discourage forming friendships outside the group
Promote feeling of loyalty to group
Provide recreational activities
Promote snobbery
Often undertake charitable work
Disadvantages of fraternities and sororities
Encourage strong friendships

B. Suitcoats always too short for his long arms
Has unpredictable temper, easily aroused, quickly calmed
Dr. Nuggins looks interesting
Knows endless number of entertaining stories
Bushy black eye brows
Famous throughout state for his brilliant surgery
Walks with his head thrust forward
Wears rumpled gray suits and black string tie
Always has time to talk with people
Tall and extremely thin
Has unusually keen sense of humor
Pure white hair, parted in the middle
Dr. Nuggins is interesting

ORGANIZING THE MESSAGE: CLASSIFYING C-2 Worksheet for Part II

A. Main heading ____

____

Supporting ideas in logical order.

____

____

____

____

____

Main heading ____

____

Supporting ideas in logical order.

____

____

____

____

____

B. Main heading ____

____

Supporting ideas in logical order.

____

____

____

____

____

ORGANIZING THE MESSAGE: CLASSIFYING C-2 Worksheet for Part II

Main heading ____

____

Supporting ideas in logical order.

____

____

____

____

____

ORGANIZING THE MESSAGE: C-3

RECOGNIZING RELATED IDEAS

One of the main reasons for planning a paper before you begin writing is to help you decide which of the many items you have in mind should be included in your paper and which should be excluded. Each of the following numbered headings is the main topic for a paragraph. Below each main topic are five subtopics. Three of the subtopics belong in the paragraph plan; they are items that should be covered in developing the main topic. Two of the subtopics are not directly related to the maintopic and should be dropped from the paragraph plan.

Read each group of items carefully, and decide which two subtopics in each group do not belong in the plan. Place an X in the blank before each of these irrelevant items.

EXAMPLE: Our new home is in a good location.
_____ Near bus transportation
__X__ Ranch-type house with six rooms
_____ Just two blocks from school
__X__ Has beautifully landscaped lawn
_____ Close to my father's business

1. People in our school could well do without:
_____ Students who disrupt classes by making inane remarks
_____ Students who cheat and brag about it
_____ Honor system would prevent cheating
_____ Students who belong to a clique and ignore everyone else
_____ School spirit necessary at games

2. Many of our popular dances came from other countries:
_____ The Charleston began in the South
_____ Rumba and mambo originated in Cuba
_____ Fox trot is easy to do
_____ Waltz came from Germany, though its real origin is French
_____ Tango was imported from Argentina

3. Air travel is safer than auto travel:
_____ Planes take less time to cover the same distances
_____ Planes encounter few traffic hazards
_____ Planes get expert inspection and care
_____ Pilots must pass rigid tests to prove capability
_____ Air travel is becoming cheaper

4. Establishment of the first public library in America
_____ Founded by Ben Franklin in 1731
_____ Opened in home of Robert Grace
_____ Temporarily closed in 1793 because of the plague
_____ Began with capital of $400
_____ The Congressional Library established in 1800

5. Why my candidate, Don Pierson, should be elected president of senior class:
_____ Has excellent record -- good student, fine speaker, outstanding athlete
_____ Has had experience in conducting meetings and knows parliamentary procedure
_____ Traditional for senior classes to elect a fellow, not a girl, as president
_____ Father a successful executive in the Lyndon Manufacturing Company

ORGANIZING THE MESSAGE: C-4

DETERMINING CLASS HEADINGS

State the general category under which the items in the columns come.

____

canoe
yacht
outrigger
ocean liner

____

democracy
monarchy
dictatorship

____

John Wayne
Clint Eastwood
Henry Fonda
James Garner
James Arness

____

painting
sculpture
architecture
dance

____

scarf
ascot
muffler
boa
necklace

____

dejection
depression
melancholia
grief
mourning

Classifying Newspaper Ads

'71 BEL AIR 4 Dr. sedan, factory air, power steering & disc brakes. New white wall tires **$1995**
'69 IMPALA sport coupe, light green with 56,000 miles. Buy as it was traded for **$1270**
'70 IMPALA 4 Dr. Sedan, factory air, power steering & brakes. Enjoy this car all summer **$1840**
'69 CHARGER NEWPORT 4 dr. sedan. Maroon, with white vinyl roof. Pwr. steering, pwr. brakes, air conditioned . . **$795**
'71 MALIBU 2 D. H.T. 307 Engine and 3 speed shift. Yellow with black vinyl roof, makes a sporty, economical way to go **$2180**
'69 CONCOURSE 9 pass. wagon. New dark green paint. Auto. transmission & pwr. steering. Drive this wagon home for only **$1380**
'69 KINGSWOOD 6 pass. wagon. Auto. transmission, Pwr. steering, ready for that summer vacation . . . **$1620**
'71 IMPALA 4 dr. sedan. Pwr. disc brakes, power steering, only 32,000 miles — test drive this Impala — America's #1 automobile today . . . **$2345**

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we practice The Golden Rule

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J.N. LARSON CHEVROLET
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SALITROS ROOFING & SIDING

TYPISTS 3

TEACHERS
HIGH SCHOOL GRADS
X TYPISTS

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80 So. 6th St.
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COIN CHANGER MACH. adding mach. Suntellator md. 111B, recliner, rollaway, gas incinerator, kit stove, lg. cabinets, steel shelving, '64 CHEV. IMP good. 789-6176
4

MEN - WOMEN 5
Part or full time to supply Disney books to estab. retail accts. High monthly earning potential with only $2990 for inventory & training. Call COLLECT Mr. West (214) 243-1981

Approx. 3 commer. acres adjacent to new K-Mart, Northtown Shopping Ctr. By owner. 784-4998
6

CEMENT WORK
ALL TYPES 7
Patios, Steps, Driveways
Chimney Repair, Etc.
HOFF CONSTRUCTION
521-8214 871-8854

CLERICAL 8
Fig. clerk to work nights posting sale from invoices to inventory cont. cards hrs. 4:40 p.m. to 1 a.m. 5 days wk. Perm. full time position gd. pay, exc. benf. & work cond. good fig. apt. GENUINE PARTS CO., 7400 West 27th St., St. Louis Pk, 929-1635

We will not be responsible for any other children in our pool. Conrad Garness, 5916 - 2nd St. N.E. 9

ATTENDANTS 10
Martin Oil Service has openings for attendants full & part time, good starting rate, paid vacation & hospitalization plan. Excellent opportunity for advancement. No washing or greasing. Apply in person 2636 University Ave. N.E.

GRINDERS-ENDMILL 11
Cutter-form tool needed at
SUBURBAN TOOL - CALL
Tel. 335-7887. 7 a.m. to 5:30 p.m.

COCKER SPANIEL AKC Show qual. 2 Males. 4 Mos. Buff. Tp-Bld-lines Very Flashy. Also ync Buff brood. CH-sired. Ex-prod. All have PERSONALITY PLUS. See in Mpls thru Sun only. 332-1600
12

FACTORY HELP
13 SOAP & CHEMICAL PLANT
Good pay, overtime available
Semi-heavy general plant work
Married men preferred
GRACE-LEE PRODUCTS INC.
1414 Marshall St. N.E.
See Don Shaughnessy plant supt.

Hand-crocheted ponchos. Sizes 3-14 Priced $4.50-8.00. 788-6935
14

North New Brighton. Nice 1 BR apt. Near bus & shopping. No lease. $118. 784-5935
15

LAKESHORE—60 mi. from city. Nicely wooded, elevated lots, $2995 566-6441 REALCO 421-0169
16

Garage Sale - Moving. 6/7, 8 & 9. 10 a.m.-6 p.m. Snow tires, couch, yard equip. train & race set, 1575 21st Av. N.W. No. of 694 & E. of Silver Lk. Road. (633)
17

INDEX OF MAJOR CLASSIFICATIONS

	Classification Numbers
ANNOUNCEMENTS	1-49
AUTOMOTIVES	701-749
BUSINESS SERVICES	101-179
EMPLOYMENT	300-349
MERCHANDISE	201-299
RENTALS	401-459
REAL ESTATE	500-699

CARETAKER COUPLE
Middle age reliable couple for lg. new apt. complex. Man with strong maintenance background. Wife to assist with cleaning apts. Rent free. All utilities plus substantial salary. Write - R. E. Lovaas, 3140 Chowen Ave. S., Mpls., Minn. 55416 - Or call 925-2848. 18

INTERVIEWERS 19
Women needed for part-time door-to-door market research survey work. Approx. 24-30 hrs. per wk. Car nec. No exper. nec. Apply Jeanne Drew Surveys, Inc., 5005½ 34th Ave. S. 729-2306 Btw. 10-4pm

22
2 BR TOWNHOUSE in Plymouth Vil. A/cond. cptd. appls. 544-2290

STORE DETECTIVE 23
Experience helpful, but not necessary. Aptitude for internal work & detecting shoplifters. Apply to Personnel TARGET STORES, INC. 5537 W. Broadway, Crystal.
An Equal Opporutnity Employer

SELECT
OAKRIDGE MANOR
BECAUSE 26
We are close to shopping, bus transportation and freeways, just minutes from anywhere. We offer all the extras to make your apt. home comfortable, including security system, garages and elevator. Why not inspect these values today.
10113 West 34th Street
County Rd. #18 West 34th St
2 Min. to Oak Ridge
Country Club
OPEN DAILY
1 & 2 BR
See Resident Manager on Premises
938-9032
THORPE BROS.
333-2133

List numbers of ads on the line following the appropriate classification.

Announcements ______________________

Automotives ______________________

Business Services ______________________

Employment ______________________

Merchandise ______________________

Rentals ______________________

Real Estate ______________________

BY OWNER 24
3 Br. Formal Din. Rm. 2 car attach. gar. Over 1500 sq. ft. priced in mid 40's. 560-5944

'66 Olds, Jet star 88. In very good cond. PB, PS, Auto-trans. Gd. tires, bucket seats. Call 535-7230 mornings, or 425-5858 afternoons & evenings.
25

27
LOST: Male shepherd-collie. Blk & wht. Tan collar. No ID. Vic. 49th & Zealand, New Hope. 533-1461

PIANO TUNING AND REPAIR
GALEN LEWIS 938-9519
28

ORGANIZING THE MESSAGE: C-6, a-f

CLASSIFYING THINGS AND IDEAS

For each of the following activities arrange the things and/or ideas in four groups according to their similarities. Then choose a classification heading that includes the words of that category but excludes the other words. Be certain that you use each word in only one category. No word may be omitted. There may be more items in one category than in another.

ORGANIZING THE MESSAGE: C-6a

ARRANGE ACCORDING TO CLASSIFICATION

Classification ____________

X-ray technician
typist
park and recreation director
carpenter
policeman
stenographer

Classification ____________

nurse
key punch operator
pediatrician
elementary teacher
brick layer

Classification ____________

dental hygienist
receptionist
probation officer
electrician
accountant
surgeon

Classification ____________

social worker
plumber
sheet metal worker

ORGANIZING THE MESSAGE: C-6b

ARRANGE ACCORDING TO CLASSIFICATION

porcupine
plays
snow
eternity
sunshine
caterpillar
movies
faith
storm
beaver
carnival
hope
T.V.
football
rain
robin
sleet
spirit
rattlesnake
fog
dedication
novel

Classification______________

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Classification______________

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Classification______________

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Classification______________

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____

ORGANIZING THE MESSAGE: C-6c

ARRANGE ACCORDING TO CLASSIFICATION

candy
pony
toxic
taffy
cop
strive
tumor
soap
pole
task
soda
pole
task
soda
pessimist
contest
corn
soup
practice
sap
pop
corner

Classification____________
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Classification____________
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Classification____________
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Classification____________
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ORGANIZING THE MESSAGE: C-6d

ARRANGE ACCORDING TO CLASSIFICATION

cup
steel
wood
basket
lid
piston
blanket
box
plastic
tarpaulin
bottle
stop sign
orange
cotton
football
clothing
kettle
roof
rubber

Classification______________
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Classification______________
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Classification______________
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Classification______________
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ORGANIZING THE MESSAGE: C-6e

ARRANGE ACCORDING TO CLASSIFICATION

automobile
ferris wheel
phonograph
bicycle
windmill
motorcycle
chain saw
hair dryer
lever
sail boat
ax
houseboat
toaster
hoe

Classification____________
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Classification____________
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Classification____________
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Classification____________
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ORGANIZING THE MESSAGE: C-6f

ARRANGE ACCORDING TO CLASSIFCATION

prepossession
doctrine
emotion
meditation
bias
sympathy
irrationally
reflection
passion
deliberation
creed
partiality
cognition
affection
bigotry
convetion
contemplation
sentiment

Classification______________
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Classification______________
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Classification______________
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Classification______________
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ORGANIZING THE MESSAGE: C-6a ANSWERS

Medical
X-ray technician
pediatrician
surgeon
nurse
dental hygenist

Clerical
key punch operator
accountant
typist
receptionist
stenographer

Construction
carpenter
plumber
electrician
brick layer
sheet metal worker

Public Employees
park and recreation director
social worker
policeman
elementary teacher
probation officer

ORGANIZING THE MESSAGE: C-6b ANSWERS

Animals
porcupine
beaver
robin
rattlesnake
caterpillar

Forms of Entertainment
plays
movies
carnival
T.V.
football
novel

Religious Terms
eternity
faith
hope
spirit
dedication

Weather
snow
sunshine
storm
rain
sleet
fog

ORGANIZING THE MESSAGE: C-6c ANSWERS

Items beginning with C
candy
cop
contest
corn
corner

Items beginning with P
pony
practice
pole
pessimist
pop

Items beginning with S
soap
soup
strings
sap
soda

Items beginning with T
toxic
tumor
taffy
task

ORGANIZING THE MESSAGE: C-6d ANSWERS

Container
cup
wastebasket
box
kettle
bottle

Shapes
stop sign
coffin
orange
piston
football

Coverings
clothing
lid
roof
blanket
tarpaulin

Material
rubber
steel
cotton
wood
plastic

ORGANIZING THE MESSAGE: C-6e ANSWERS

Engine Operated
- automobile
- lawn mower
- motorcycle
- chain saw
- houseboat

Electrical
- toaster
- phonograph
- hair dryer
- refrigerator
- roller coaster

Man-powered
- bicycle
- lever
- ax
- hoe

Wind-powered
- windmill
- sailboat
- blimp

ORGANIZING THE MESSAGE: C-6f ANSWERS

Prejudice
prepossession
bigotry
bias
irrationality
partial

Belief
creed
doctrine
convection

Feelings
affection
passion
sentiment
sympathy

Thought
meditation
cognition
reflection
deliberation
contemplation

ORGANIZING THE MESSAGE: D-1

Much of the material used in writing comes from personal experience and observation. In this exercise you will practice observing, remembering, and noting down such details. Choose one of the following scenes to use as a subject for observation:

The kitchen on baking day
Bowling night
Breakfast with the family
Walking home in a rainstorm (or snowstorm)
Entering a delicatessen
Eating lunch in the school cafeteria
The school hall at dismissal time
Downtown traffic at rush hour

Indicate the scene observed.

Under each of the following headings list the details you observe:

Sight	Hearing	Smell	Feel	Taste

Finding Synonyms

List all the words, phrases, and figures of speech (including slang) that you can think of which might be used instead of the word absurd. (Use the Dictionary of Slang, a thesaurus, and a dictionary.)

ORGANIZING THE MESSAGE: D-3

The Index

The section of an index that is printed below is like those found in many encyclopedias. The set of books from which the index might have been taken contains one volume for each letter of the alphabet. The letter after each heading in the alphabetical list below Puerto Rico shows in which volume or volumes the desired information can be found. The numbers tell you the page or pages to look for in that volume. The words picture, color picture, map, or table indicate where illustrated material on a particular subject may be found.

Read each question below the index and decide where you would look first to try to find the answer. Put the volume letters and page numbers on the lines. The first one is done for you.

Puerto Rico (pwer'to re' ko), formerly Porto Rico, island of West Indies, transferred to U.S. by Spain in 1898; 3435 square miles (with nearby islets); population 2,210,703; capital San Juan: P-374-9, map N-361, pictures P-374-9

animals P-375-6

children P-375-6, color pictures P-375

cities P-379

Citizenship of natives C-216, P-375

climate P-374-5

education P-376

electric power P-375

farming P-377

flag F-267, color picture F-263

forests P-376

government P-378

history P-376-7; U.S. acquires S-271

hospitals P-379

language P-375

people P-375; how the people live P-375-6

population problem P-375 table P-374

products P-376, picture P-375

shelter P-375, 377

ORGANIZING THE MESSAGE: D-3

1. What implements might be used by the workers on a sugar-cane plantation? ________
2. What happened to the forests that once covered most of the island? ________
3. At what cities are the bananas, limes, oranges, and other fruits loaded for shipment to other countries? ________
4. What does the flag of Puerto Rico look like? ________
5. Why do the people of Puerto Rico eat so little meat? ________
6. Where could you find a map showing all of Puerto Rico? ________
7. Are the Puerto Rican people allowed to vote for the officials of their government? ________
8. Why do the plantation owners grow rice on terraced ground? ________
9. Why do many of the natives speak Spanish instead of English? ________
10. Do the houses in the Puerto Rican cities have adobe walls and patios? ________
11. Are the Puerto Rican schools like those in the United States? ________
12. Are there any skyscrapers in the capital city? ________
13. Do all Puerto Ricans use charcoal-burning stoves and kerosene lanterns instead of electric lights and stoves? ________
14. What animals other than donkeys are used by the farmers? ________
15. Why does the island of Puerto Rico have a temperate climate even though it is in the torrid zone?
16. Who discovered Puerto Rico?

ORGANIZING THE MESSAGE: D-[illegible]

Reading an Index

Just like your index finger, a book's index is very useful. It can help you to find exactly what you are looking for.

The index is a more complete listing than a table of contents. The index tells you more than just the main areas that the book covers. It tells you what material is in the book and where to find it. Every subject is listed in the index, even if there are only one or two pages or a single paragraph on the subject.

The subjects in the index are listed in alphabetical order. After the subject listing, you will find a page number. If you can find information on that subject in several different places, all will be listed. Sometimes the index will tell you to look under another subject listing to find what you want.

Not every book has an index. When there is an index, it is at the end of the book.

Sometimes you may have trouble knowing exactly what to call the subject you are looking up. To find out if a book contains information on whether goldfish eat earthworms, you might look in the index under either

____________________________ or ______________________. To find out what pages contain information about the Dodger's left-handed pitchers, you might look under

____________________________, ___________________________, or ____________________.

ORGANIZING THE MESSAGE: D-4

Under what other headings should you look for information about:

1. shampooing? ____________________
2. vitamins? ____________________
3. waving? ____________________
4. tape? ____________________

ORGANIZING THE MESSAGE: D-4

Here is the last page of the index from a book called Your Hairdo.

shampooing, 13-21; of wigs, 108 (see also acne, hair problems, and hair, types of)
shampoos, 8-18, 16-17, 101 (see also shampooing)
shaping, 12, 37, 49
shingle cut, 37
short hair, 40, 42, 51 (see also haircuts)
side part, 32, 39
skin irritations, see acne and dandruff
skin tone, and hair color, 72-82
snarls, how to avoid, 18
split ends, 43, 60, 84-85
spot permanents, 57
straightening, 36, 60-61
streaking, 65, 71
styling, see hairstyling
sun, effect of on hair, 9, 10, 70
switches, 104, 105, 110-111

tangles, how to avoid, 18
tape, see cellophane tape
tapering, 11, 12, 37, 49
teasing, 47, 48-49
teen-age problems, 92-99
temporary color, 17, 18-19, 66-67, 102
test curls, 59, 60
thin hair, 16-17, 46, 109
thinning, 37, 49
tiaras, 115, 116
tinting, 69-70, 105
tipping, hair color, 71; salon attendants, 138-139
tips, see ends
toning, hair color, 69; make up, 77-78

vinegar rinse, 9, 19, 20, 21, 59, 102
vitamins, see diet
water, in diet, 89; salt, 9, 70
waving, see permanent waving and setting
wiglets, 104, 105-107, 109-110, 111
wigs, 104, 105-107; care of, 108-109
winter, effect of on hair, 90, 91
wiry hair, 12, 18

Use the index page to answer the following questions.

On what page or pages will you find information about:

1. how winter affects your hair? ____________
2. how to avoid getting tangles in your hair? ____________
3. wiglets? ____________
4. the care of wigs? ____________

Does the book give any information about:

1. how much to tip beauty salon attendants? ____________
2. how straw hats help your hair? ____________
3. shiny hair? ____________
4. using temporary hair color? ____________

ORGANIZING THE MESSAGE: D-5

To make an index, you must be able to arrange all of the subject items in alphabetical order.

When you alphabetize, you list first the word whose first letter is closest to a. For example, which should be listed first, bug or spider?

____

If two words start with the same letter, look at the second letter. The word whose second letter is closer to a goes first. For example, which should be listed first, pitcher or player? ____________________________

If the first two letters are the same, the third letter decides which word goes first. For example, which should be listed first, please or plate? ____________________________

In alphabetical order, which word goes first: candle, camel, copy, cozy, or castle? ________________ Which of the words goes last? ________________

Using the lines given, write each list below in alphabetical order.

gum ____________
mink ____________
skunk ____________
king ____________
knife ____________
finger ____________

said ____________
safe ____________
wrong ____________
sad ____________
sorry ____________
right ____________

danger ____________
edge ____________
day ____________
dead ____________
deed ____________
end ____________

Now you're ready to make an index.

ORGANIZING THE MESSAGE: D-5

Here are two columns of an index. In the first column are subjects from A to H.

In the second column are subjects from H on.

I

first date, 17-32
accepting a date, 20-22, 34, 57
asking for a date, 19-20, 35-36, 56
blind date, 105-107
dinner date, 99-103
"friends" -- turning them to dates, 44-45
dating, how often 150-155; and schoolwork, 157 (see also first date, blind date, dinner date)
going steady, 156-159; how to avoid, 160
age, at first date, 108-109; yours and your date's, 110; does it count, 111
dancing, 168-170
height, 112-113
drinking, 130-136
bad date, how to end early, 146

II

preparing for a date, 23-24
saying good night, 65-71
home, calling for date at, 37-38, 59, 181; inviting date into, 30, 60, 108
Party, giving, 203-210; inviting someone to, 204-205; meeting people at, 211-213; taking someone home from, 214
meeting dates, ways to, 80-90; instead of calling for them 39-40
talk, what to talk about, 160-163; too much or too little, 164
"playing the field," see going steady
nervousness, 266
money, who pays for what, 250-255; how much to spend, 255-256; how to get more, see parents
manners, 301-303
making up, after a fight, 260
parents, 58-61; introducing date to, 28, 39-40
hours, 267-270

Using the two columns above, answer the following questions.

1. Which subject should be first in column I? ______________________
2. Which subject should be first in column II? ______________________
3. Which subject should be last in column I? ______________________
4. Which subject should be last in column II? ______________________
5. What entry belongs just after the following?

dinner date ______________ money ______________________
going steady ______________ parents ______________________
first date ______________ nervousness ______________________
"friends" ______________ home ______________________
blind date ______________ making up ______________________

6. Why is there no page number listed for "playing the field"?

____

Where Can You Find Out?

In your school or public library are many sources of information about modern wonders and the men and women who developed them. Each type of reference material meets a particular need. For example, if you wanted detailed information and background material on a subject, you might go to an encyclopedia. For certain specific bits of information you might consult a dictionary, an almanac, or Who's Who.

Among the reference materials found in most libraries are the following:

1. A set of encyclopedias containing fairly detailed articles, many of them illustrated, dealing with all fields of knowledge
2. Dictionaries
3. Science textbooks
4. A picture-history of science and invention including biographies of famous scientists and inventors; pictures, diagrams, and explanations of important inventions; and historical background
5. An almanac -- brief general reference book published every year, listing major events of the year, statistics of many kinds, and a great variety of useful facts and dates
6. Who's Who in America containing brief biographical information about important living Americans. A new volume containing up-to-date facts is published every year.
7. A nature atlas containing pictures and descriptions of rocks and minerals, trees and wildflowers, birds and animals found in different parts of the country
8. Biographies of scientists and inventors
9. Technical and scientific magazines containing news and informative articles about current research and scientific discoveries

In addition, a library usually contains two important "tools" that are designed to help you find particular kinds of materials:

10. Card catalog -- a card file listing every book in the library by title, author, and subject
11. Readers' Guide to Periodical Literature -- a monthly index to articles in current magazines, listed by subject and author

ORGANIZING THE MESSAGE: D-6

Which of the sources of information listed above would you go to first if you wanted to answer the following questions? (Indicate by number.)

1. Is Dr. Jonas Salk still alive and doing medical research? _______
2. Was dynamite the first explosive invented? _______
3. Are boils, abscesses, and carbuncles somewhat alike? _______
4. Were daguerreotypes shown at the Philadelphia Centennial Exposition in 1876? _______
5. What becomes of the wax when a candle burns? _______
6. What did the first steam engines look like? _______
7. What books about railroading does your public library contain? _______
8. Suppose you have been reading a story about the Frenchman who built the Eiffel Tower. Are the main facts in this book true? _______
9. What are the distinguishing characteristics of shale, granite, marble, and limestone? _______
10. What part of all the freight shipped in the United States is carried by trucks? _______
11. What kind of person was Thomas Edison? _______
12. What are the newest developments in space travel? _______
13. What magazine articles dealing with atomic research have been published in the last month? _______
14. What were the major scientific discoveries made last year? _______

ORGANIZING THE MESSAGE: D-7

The United States Coast Guard

The men in the Coast Guard service have a full-time job seeing to the safety of all who navigate rivers, lakes, and the oceans that border the United States and its possesions. One duty of the Coast Guard is to try to prevent marine accidents. Another duty assumed by the Coast Guard is rescuing the shipwrecked.

One way in which the Coast Guard prevents accidents is by regularly checking freighters to make sure that they are in shipshape condition. Inspectors examine the hull, the machinery, safety devices, and the rest of the ship's apparatus to see that nothing is out of order.

In the North Atlantic Ocean, there is a special Coast Guard "ice patrol" that cruises about watching for floating ice. At night and in stormy or foggy weather, the enormous chunks of ice are almost impossible to see. Ships in the area keep in radio contact with the "ice patrol" and thus know the precise location of floating ice.

Another section of the Coast Guard handles the "weather patrol" stations in the Atlantic and Pacific oceans. This patrol broadcasts frequent on-the-spot weather reports. The information alerts crews on ships and planes so they can prepare for severe gales or alter their courses to avoid unusually bad storms.

Navigational aids operated by the Coast Guard include lighthouses on the coasts, lightships in the water, and foghorns. In the darkness and during storms, the boom of the horns and the flashing beam of the lights caution ships' pilots to watch out for dangerous reefs.

Occasionally an accident does occur. In such a situation the Coast Guard is instantly available to aid the victims.

If planes or ships at sea are reported missing or are long overdue, the Coast Guard is notified and quickly goes into action. Its men comb the seas until the plane or ship is finally located.

When a shipwreck occurs, men of the Coast Guard make every effort to rescue the victims. This work calls for brave, well-disciplined men who must be able to handle small boats in the midst of wild storms.

The Coast Guard pioneered in saving lives by using helicopters. With these "whirly-birds," emergency cases of the injured and ill can be rushed from ships to the shore and be under medical care in a short time.

Each year thousands of people remember with gratitude the services performed by the many loyal young men who have enlisted for duty in the United States Coast Guard.

Activity

Write the following subheads under the appropriate main heads in the outline:

Rescuing shipwreck victims
Locating floating ice
Rushing ill and injured to shore
Broadcasting weather reports
Inspecting freighters
Hunting missing or overdue ships and planes
Operating lighthouses, lightships, and foghorns

I. The Coast Guard helps prevent accidents by

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

II. The Coast Guard saves victims of accidents by

A. ______________________________

B. ______________________________

C. ______________________________

The Pattern of a Hurricane

The feel, the sound, and the sight of a hurricane are terrifying. The whole earth seems to come to life, to shudder and groan, to twist and struggle, to lie deathly still, and then to slowly revive and go its normal way again.

However, these terrifying storms always give advance warnings. The veteran of one hurricane knows when a new one is bearing down on him. He can see it. He can feel it. And there are people who insist that they can smell an approaching hurricane.

The people on the seacoast need not bother to look at the sky to know when a hurricane is approaching. The water warns them in two ways. The tide is unusually high; and huge, racing hurricane waves appear far in advance of the storm.

At almost the same time there will probably be advance warnings in the sky. The first hint is a change in the color of the light. An odd yellowish haze appears. If it is near the end of the day, a brilliant red sunset may be noticed. If it is night, there may be a circle around the moon.

The barometer begins falling. The air becomes damp and uncomfortable and still. There is a definite feeling that something is going to happen. The animals, birds, fish, and insects are keenly aware of the meaning of this change. They instinctively start moving toward shelter.

Another unmistakable warning of an approaching hurricane is the appearance of light, low, racing clouds that seem to be skimming along barely above the tops of trees and buildings. Light rain may fall from some of these clouds. Occasional sharp gusts of wind will swirl along, followed by periods of quiet.

As the storm draws closer, the racing clouds become heavier, the periods of sunlight shorter. The haze in the sky is more pronounced. The wind begins to blow more steadily, increasing both in sound and in fury. Then comes the dreaded monster itself.

When the full force of the hurricane wind sweeps over the land, the whining and sighing and whistling of the wind change to a rumbling roar that builds up to occasional shrieks. The storm lashes, whips, and drives across everything in its path.

The sky grows darker until it seems that night is approaching, though it may be noon. A weird, bluish-gray light breaks through at intervals. The stinging rain seems not to fall but to race along with the storm, moving horizontally. The wind is so powerful that a person facing into it cannot breathe.

The wind may build up to speeds of even 180 miles an hour. Mingled with the roar of the wind and the roar of the seas are overtones of tearing and breaking and crashing. Roofs are picked up and tossed about like giant leaves. Buildings sway and quake; some are demolished. People who try to move in the face of the blow must get down on all fours and crawl. Ancient trees are ripped apart or uprooted. Strangely, the palm, its long slender trunk reaching far into the sky, seems best able to withstand the fury of the storm. It bows before the force of each gust of wind, but clings stubbornly to the soil.

For a period of four to 12 hours the wind screams and rages, the sea pounds the shore, and the rain pours down. Then, suddenly, the wind ceases. If it is daytime, sunlight may break through. If it is night, stars may become visible.

The inexperienced person begins to hope that the storm is over. The hope is false. The huge "eye." or center of the hurricane, has settled on the weary, battered land. All around this area of calm the storm is still raging.

The calm may last as long as three hours, if the hurricane is a big one. Being in the dead-calm "eye" is the weirdest sensation that a person experiences in a hurricane -- the eerie feeling of being in that calm and knowing that all around it the winds are tearing along at 150 miles or more an hour.

There is a feeling of relief when the "other half" of the blow suddenly strikes. Though the wind's viciousness seems worse than anything before, its shrieking now indicates that the storm will soon be over.

The storm moves slowly inland after it passes the coast and gradually loses its power. It will finally break up when it reaches hills. On its way inland the hurricane continues to pour out tremendous torrents of water as it dies, or "dries out" as weathermen say. Left behind is a wreckage-scarred area that looks as though it would never rise from the catastrophe.

ORGANIZING THE MESSAGE: D-8

Activity

The ideas in this article fall under two main headings. After you have read the article, complete the outline below.

I. Advance warnings of the hurricane

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

II. Stages of a hurricane

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

ORGANIZING THE MESSAGE: FINDING THE TOPIC SENTENCE, D-9

Read the following paragraphs.* Underline the topic sentence in each.

I. That day, when he went to the candy store where the boys hung out, Steve had the feeling that they were mad at him. Joe kept on chewing his gum, not answering Steve's "Hi." Tony walked to the corner, and John crossed the street. The others didn't even look up from the magazines they had picked from the stand.

II. If you brush your teeth properly, you will get a lot of benefits. Your teeth will be strong and white. Your gums will be bright pink, healthy and strong. Your breath will be fresh, and your smile will be attractive.

III. Cynthia had to get up early to dress them and give them breakfast. She had to do the dishes before she left for school. With her mother sick, the work of running the house and caring for the younger children became Cynthia's. She could never stay after school to talk to friends or join a club. She had to hurry home to let the children in. By the time she cooked, served, and cleaned up after dinner, she was too tired even to think about her homework.

IV. Fall blends into winter so well that it is hard to know just when winter arrives. Is it when just a few strong-willed leaves are left on the trees? Or when the temperature goes below a certain mark? Or is it when the first snowflakes fall?

V. We get only sparrows and pigeons and an occasional robin. Why don't the really beautiful birds come to the city? The yellow- and blue- and green-feathered ones, with long pretty tails? Or the ones with beautiful songs, not just noisy chirps? How nice it would be to pass a flock of colorful birds on the way to school. Or to wake up to their lovely songs.

VI. Patty dreaded dancing periods at school because she was always taller than her partner. She hated standing last in line just because she was the tallest. She hated when they asked her to move to a back row during movies. Somehow, in the last few months she had shot up. And there was nothing Patty hated more than being so tall, especially when everyone else -- meaning BOYS -- was so short. Why, the boys in her English class only came up to her shoulder.

---

*Taken from Countdown, Scope Study Skills 1, Scholastic Magazine, 1969

ORGANIZING THE MESSAGE: WRITING THE TOPIC SENTENCE, D-10

Instead of just finding the topic sentence, now you will be asked to write it. Each of the paragraphs below is missing a topic sentence.* You must decide what the main point of the paragraph is, or what conclusion can be drawn from it. Then write a sentence that tells it.

I. ____
________________________________ When people say, "I'm sorry," it is not always so, but may be just a way to get you to like them again. When you give someone a gift and he says, "You shouldn't have," of course he doesn't mean it. And when you break a dish and the owner tells you, "It's perfectly all right, it doesn't matter at all" -- then you KNOW that that person isn't really saying what he thinks.

II. ____
________________________________ If they are old enough to fight for their country, then 18-year-olds should at least have a say in selecting the leaders who will send them off to war. A person of 18 is as mature as a person of 21 -- and some 18-year-olds are even more mature than some 21-year-olds. So why shouldn't we change the laws?

III. People don't know this because girls always raise their hands in class so teachers think girls are smarter than boys. But it's not true.
____
Boys could give better answers -- they really know much more than girls -- but boys just don't talk as much. Boys are smarter because, after all, who built this country and made most of the important contributions to it? Boys and men. The girls just sat and sewed -- that's about all they're smart enough to do.

IV. Adults think that kids are always happy, that there is nothing so wonderful as being young. But this is not the case. ____________________
____
When you are young, no one understands you. And you don't even understand yourself. Adults are always telling you what to do -- and then they want to know why you don't act more grown-up. You get so that you don't even know if you're a child or an adult. You don't know who you are. How can adults think anyone as mixed up as that is happy?

V. It was easy enough for Winnie to skip breakfast. Of course, her stomach did growl around mid-morning. But a few drinks of water usually took care of that. She had been forcing herself to eat only an apple for lunch even though it was torture. But now that she was dieting, trying to lose 10 pounds, Winnie found the afternoons unbearable. Terribly hungry, she counted the hours until dinner and chewed gum in an effort to trick her empty stomach. Winnie had learned one thing from all of this. ____
____

VI. We first realized that something was happening when Mark started to take better care of his appearance. He shined his shoes and cleaned his nails. He even carried a pocket comb. And those weren't the only signs. He turned red whenever Alice's name was mentioned and tried to change the subject. He stopped talking about "those awful people -- girls." He started saying things to himself in his room, when he thought no one was listening, things like, "Alice, would you go out with me Saturday night?" There was no doubt about it. ____________

____

---

*Taken from Countdown, Scope Study Skills 1, Scholastic Magazine, 1969

ORGANIZING THE MESSAGE: GATHERING INFORMATION, D-11

Skimming

Skimming a page is a way to get information from it. When you skim a page, a story, or an article, you look down it quickly, not reading it. You skim for a particular purpose. You skim to find out something that you can learn without reading every word.

Skimming is only one way to study. It is not the only way.

One reason to skim an article is to find a specific fact. You may skim a story in your school paper to see if your name is in it, or to find the final score of a ball game, or to see what time a dance starts. To find such information you don't need to read the whole article. You just look down it quickly until you spot the information for which you are looking.

Below is a list of names. Skim the list to find what number the name "Anne" is.

(1) Lillian (2) Beatrice (3) Gloria
(4) Katherine (5) Hilda (6) Susan
(7) Lisa (8) Lauren (9) Annette
(10) Dotty (11) Meg (12) Carol
(13) Martha (14) Julie (15) Anne
(16) Vicki (17) Sandra (18) Sharon
(19) Ray (20) Lee (21) Nan
(22) Toni (23) Leonore (24) Alice
(35) Jo (26) Sara (27) Andrea

"Anne" is number ______. To find that out you did not have to read every name on the list. Your eyes should simply have moved along, quickly, until they recognized the name "Anne."

The following pages will give you practice in skimming various kinds of material.

ORGANIZING THE MESSAGE: GATHERING INFORMATION, D-11

Skimming To Find Facts

Skim the following newspaper column to find the answers to the questions that follow. (You should be able to do this in five minutes. Your teacher will stop you then.)

12:00 (2) Love of Life (C)
(4) Jeopardy (C)
(7) Bewitched: Comedy (R)
(9) News: John Wingate, Mary McPhillips (C)
(11) Bozo the Clown (C)
12:25 (2) News: Joseph Benti (C)
12:30 (2) Search for Tomorrow
(4) Eye Guess (C)
(7) Treasure Isle (C)
(9) Laurel and Hardy (R)
(11) Cartoons (C)
12:45 (2) Guiding Light (C)
12:55 (4) News: Edwin Neuman (C)
1:00 (2) Dennis the Menace (R)
(4) P.D.Q. (C)
(5) The New Yorkers: Bill Leyden, Joan Darling, Ed McMahon, Phyllis Newman, Josh White Jr. (C)
(7) Dream House (C)
(9) Broken Arrow (R)
(11) Movie: "Night Beat" (1950) Maxwell Reed, Anne Crawford, Ronald Howard. Three British ex-servicemen seek careers (R)
1:30 (2) As the World Turns (C)
(4) Let's Make a Deal (C)
(7) Wedding Party (C)
(9) Whirlybirds (R)
2:00 (2) Love is a Many Splendored Thing (C)
(4) Days of Our Lives (C)
(7) The Newlywed Game (C)
(9) Kingdom of the Sea (C) (R)
2:30 (2) House Party (C)
(4) The Doctors (C)
(7) The Baby Game (C)
(9) Fireside Theater (R)
(11) People in Conflict
2:55 (7) Children's Doctor
3:00 (2) To Tell the Truth (C)
(4) Another World (C)
(5) Woody Woodbury Show: Elsa Lancaster, Fernando Lamas, George Lindsay (C)
(7) General Hospital (C)
(9) Journey to Adventure: "A Flying Visit to South Africa" (C)
(11) Expedition
(31) Documentary Hour
3:25 (2) News: Douglas Edwards (C)
3:30 (2) Edge of Night (C)
(4) You Don't Say (C)
(7) Dark Shadows (C)
(9) Loretta Young Show (R)
(11) Cartoons (C)
4:00 (2) The Secret Storm (C)
(4) The Match Game (C)
(7) The Dating Game (C)
(9) Movie: "The Doctor Takes A Wife" (1940) Loretta Young, Ray Milland, Gail Patrick. Tart, diverting little comedy. (R)
(11) The Fantastic 8th Man (C)
(31) Around the Clock
4:25 (2) News: Floyd Kalber (C)
4:30 (2) The Mike Douglas Show: Lt. Gen. Joseph Moore, Jimmy Dean, Nancy Wilson, Skitch Henderson (C)

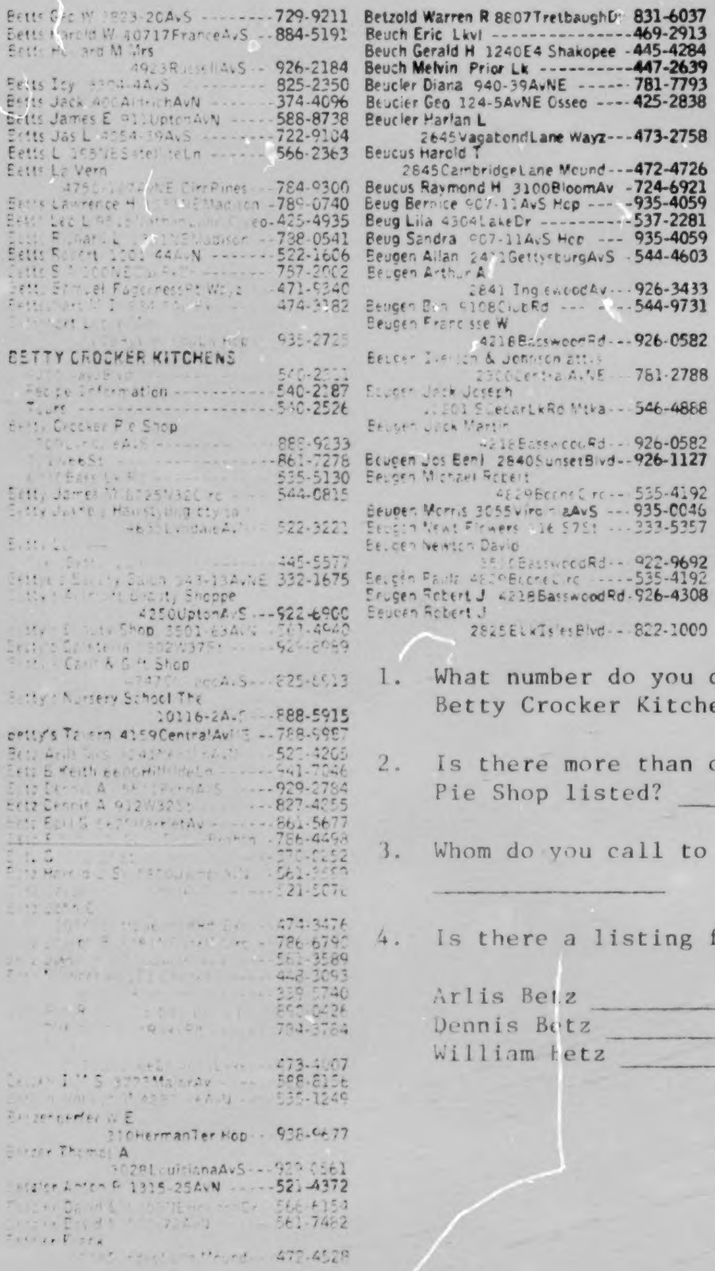
1. At what time does "Expedition" come on? ____________________

2. How many times does the news come on? ____________________

3. Is there a program called:
a) "Big City Crime" __________
b) "Treasure Isle" __________
c) "Around the World" __________

Skimming To Find Facts

Skim this part of a page from the telephone directory to find the answers to the questions below it. (You should be able to do this within five minutes. Your teacher will stop you then.)



Betts Geo W 1823-20AvS --------729-9211
Betts Harold W 40717FranceAvS --884-5191
Betts Howard M Mrs
4923RussellAvS -- 926-2184
Betts Icy [illegible]-4AvS --------- 825-2350
Betts Jack 400AldrichAvN --------374-4096
Betts James E 911UptonAvN -----588-8738
Betts Jas L 4054-39AvS ---------722-9104
Betts L [illegible]SatelliteLn ------566-2363
Betts La Vern
4750-[illegible]AvNE CircPines ---784-9300
Betts Lawrence H [illegible]Madison -789-0740
Betts Leo L [illegible] Osseo-425-4935
Betts Richard L [illegible]Madison --738-0541
Betts Robert 1201 44AvN -------522-1606
Betts S [illegible] ---------757-2002
Betts Samuel FagerressPt Wayz ---471-9340
[illegible] 474-3182
[illegible] 935-2725

BETTY CROCKER KITCHENS
[illegible] 540-2311
Recipe Information -----------540-2187
Tours ------------------------540-2526
Betty Crocker Pie Shop
[illegible]AvS ---------------888-9233
[illegible]St ----------------861-7278
[illegible] 535-5130
Betty James [illegible] 544-0815
Betty Jean's Hairstyling [illegible]
[illegible]LyndaleAv[illegible] 522-3221
Betty Lou's
[illegible] 445-5577
Betty's Beauty Salon 343-13AvNE 332-1675
[illegible] Beauty Shoppe
4250UptonAvS ---922-6900
[illegible] Shop 3501-63AvN [illegible]
[illegible] 92[illegible]
[illegible] Card & Gift Shop
[illegible]AvS ---825-6513
Betty's Nursery School The
10116-2AvS ---888-5915
Betty's Tavern 4159CentralAvNE --788-9987
[illegible] 521-4205
Betz E Keith [illegible] -----941-7046
[illegible] ----929-2784
Betz Dennis A 912W32St -----827-4255
[illegible] 861-5677
[illegible] -786-4498
[illegible]
[illegible] 521-5076
[illegible] 474-3476
[illegible] 786-6790
[illegible] 561-3589
[illegible] 448-3093
[illegible]
[illegible] 784-3784
[illegible] 473-4007
[illegible] 588-8156
[illegible] 535-1249
[illegible] E
310HermanTer Hop -- 938-9677
[illegible] Thomas A
3028LouisianaAvS --[illegible]
[illegible] Anton F 1315-25AvN -----521-4372
[illegible] 566-6154
[illegible] 561-7482
[illegible]
[illegible] Mound -- 472-4528

Betzold Warren R 8807TretbaughDr 831-6037
Beuch Eric Lkvl ----------------469-2913
Beuch Gerald H 1240E4 Shakopee -445-4284
Beuch Melvin Prior Lk -----------447-2639
Beucler Diana 940-39AvNE ------781-7793
Beucler Geo 124-5AvNE Osseo ----425-2838
Beucler Harlan L
2645VagabondLane Wayz---473-2758
Beucus Harold T
2645CambridgeLane Mound---472-4726
Beucus Raymond H 3100BloomAv -724-6921
Beug Bernice 907-11AvS Hop ----935-4059
Beug Lila 4304LakeDr -----------537-2281
Beug Sandra 907-11AvS Hop --- 935-4059
Beugen Allan 24[illegible]GettysburgAvS -544-4603
Beugen Arthur A
2841 IngleswoodAv---926-3433
Beugen Ben 9108ClubRd --- ----544-9731
Beugen Francisse W
4218BasswoodRd---926-0582
Beugen Iverson & Johnson attys
2300CentralAvNE ---781-2788
Beugen Jack Joseph
[illegible] SCedarLkRd Mtka---546-4888
Beugen Jack Martin
4218BasswoodRd -- 926-0582
Beugen Jos Benj 2840SunsetBlvd--926-1127
Beugen Michael Robert
4829BooneCirc--- 535-4192
Beugen Morris 3055VirginiaAvS ---935-0046
Beugen Newt Flowers [illegible] S7St ---333-5357
Beugen Newton David
[illegible]BasswoodRd-- 922-9692
Beugen Paula 4829BooneCirc -----535-4192
Beugen Robert J 4218BasswoodRd-926-4308
Beugen Robert J
2825ElkIslesBlvd -- 822-1000

1. What number do you call to ask about Betty Crocker Kitchen Tours? __________

2. Is there more than one Betty Crocker Pie Shop listed? ____________

3. Whom do you call to reach Betty Lou's? _______________

4. Is there a listing for:

Arlis Betz ________
Dennis Betz ________
William Betz ________

ORGANIZING THE MESSAGE: GATHERING INFORMATION, D-11

Skim these articles from the sports page of a magazine to find the answers to the questions. (You should be able to do this within five minutes. Your teacher will stop you then.)

THREE-TIME WINNERS

Two women athletes won their Olympic events three times in a row. Dawn Fraser, the great Australian swimmer, won the 100-meter free style in 1956, 1960, and 1964. Sonja Henie, of Norway, won in figure skating in 1928, 1932, and 1936.

1. Where is Dawn Fraser from? ______________________________
2. What event was Sonja Henie in? ___________________________

"MR. FULLBACK": MAN OF MANY RECORDS

The pro gridirons are cooking with fast, strong runners. But face it, none of them is a Jimmy Brown.

The big fullback hung up his cleats a few years ago. But he shouldn't be forgotten on the football fields for 40 or 50 years. He left behind a lot of records. Here are a few:

1. Most seasons leading the league in yards gained rushing -- eight.
2. Most yards gained rushing in a career -- 12,312.
3. Most yards gained rushing in a single season -- 1,863.
4. Most yards gained rushing in one game -- 237.
5. Most games rushed for 100 yards or more -- 58.
6. Highest average gain per carry in a career -- 5.22.
7. Most touchdowns scored rushing in a career -- 106.
8. Most total yards gained in a career -- 15,459.

Jimmy had to be the greatest fullback of all time. A 228-pound slab of muscle, he hit like a tank. And once he found daylight, he was gone.

1. How much did Jimmy Brown weigh? ___________________
2. How many touchdowns did he score rushing in his career? _________
3. Are the most yards gained rushing in one game 287? ______________

FOOTBALL'S "HIT" RECORDS

The average football fan rarely talks about records. The truth is he doesn't know any. Still, the National Football League keeps records. And these records match anything in the baseball guide. Get a load of these dazzlers:

> Most consecutive games played -- 180 by Dick Modzelewski, 1953-66. Why was this unusual? Dick was a defensive tackle. And he didn't miss one game in his entire career!
>
> Most consecutive games scored in -- 107 by Lou "The Toe" Groza, 1950-59.
>
> Most points scored in a quarter -- 29 by Don Hutson, Green Bay vs. Detroit in 1945; scored four touchdowns and five extra points in second quarter.
>
> Most consecutive games scoring a touchdown -- 18 by Lenny Moore, 1963-65.
>
> Most consecutive points after touchdown -- 234 by Tommy Davis in 1959-65.
>
> Longest field goal -- 56 yards by Bert Rechichar, 1953.
>
> Best percentage field goals season -- 88.5 by Lou Groza (23 out of 26), 1953.
>
> Highest average gain per carry, season -- 9.9 by Beatie Feathers, 1934.

1. When did Lenny Moore make a record? ____________________
2. How long was the longest field goal? ____________________
3. Who holds the record for the most consecutive games scored in? ____________________
4. During what game was the record for most points scored in a quarter made? ____________________

Skimming To Form a Question

I. Read the following passage:

Suppose you want to learn material in a chapter. Should you read everything and hope that you'll be lucky enough to remember the important parts?

Why leave everything to luck? Here is a simple way to remember the main points in what you read: Ask yourself questions before you read.

When you are looking for an answer to a specific question, your reading has a purpose. When you can answer the question, you have located some meaningful information and taken it out from the rest.

How do you know what to ask yourself? Skim a passage to get an idea of what it is about. Then form a question. After that read the passage to find the answer.

Here is a passage. Skim it -- do not read it -- and then decide which question you think it will answer.

The idea in basketball is to put the ball through the hoop. But to get the best "percentage" shot, your team must work the ball quickly and accurately. Good movement and good passing will open up the defense -- freeing men for those easy shots around the hoop. That's why everyone should learn to pass.

Which question does this passage answer: ____________

1. How do you get the ball through the hoop?
2. Why should everyone learn to pass?
3. How do you work the ball quickly and accurately?

II. Skim the next passage -- do not read it. Then ask a question that you think it will answer.

The U.S. rat population is now about 100 million. This means there are about half as many rats as people.

Rats came to the U.S. in ships with the early settlers. At first, they stayed in the harbors. Then they moved to barns and houses in search of garbage to eat. Finally, they spread to places throughout the country.

1. What is the question that you asked? ______________________
____

If your question was, "How many rats are there in the U.S. and how did they get here?" or something like that, then you've got the idea.

First you ask the question, then you read the passage to find the answer to it. Talk to yourself if necessary -- it might help you to remember the question and answer.

III. Skim each of the following passages. Then, below each, write a question that you might expect the paragraph to answer. SKIM -- DO NOT READ!!

1. The year was 1909. Many Negro and white leaders were worried. Hundreds of Negroes were being lynched. Many more were being killed in race riots. Most Negroes were poor. Many were kept from voting. Their future looked hopeless.

   That year, 60 Negro and white leaders formed an organization to help Negro people. It was called the National Association for the Advancement of Colored People (NAACP). Its purpose was to get equal rights for Negro Americans.

   This probably will answer the question: ____________________

   ____

2. In football games, no back has more responsibilities than the quarterback in the T formation. Except for kicks, he handles the ball on every play. That means the success of every play depends squarely on the quarterback's ability to deliver the ball quickly and easily to the other backs.

   This probably will answer the question: ____________________

   ____

IV. Often, you can turn the subhead or the first sentence into a question. Then you can skim or read to find the answer to it. For example, if the subhead is "George Washington Carver's Contributions," you can ask yourself, "What were George Washington Carver's Contributions?" If the subhead is, "Increase of Trade," you can ask, "Why was there an increase of trade?" or "What were the results of the increase of trade?"

If the subhead is "The Uses of the Dictionary," what question would you ask? ____

____

Write the question that you could ask based on each of the following headings or subheads:

1. Jujitsu-The Japanese Art of Self-Defense

   ____

2. The Sounds that Say "Now"

   ____

3. Safety Features of the New Cars

   ____

4. Muhammad Ali (Cassius Clay)

   ____

5. The Movies and Fashion

   ____

6. Summer Jobs for Teenagers

   ____

V. Now try making the first sentence into a question. If a paragraph begins, "There were three things that finally brought the United States into World War II," you could ask, "What were the three things that finally brought the United States into World War II?"

If the first sentence says, "Chimpanzees act very much like children," you might ask, "In what ways do chimpanzees act like children?"

Read the first sentence of each of these paragraphs. Then form a question from it. Skim the passage. Does it answer the question you asked? It should.

1. A store detective, to be good, must have more than average imagination and guts. "You need imagination, because no two shoplifters steal anything the same way," one detective says. "And you need guts, because it's not easy to walk up to strange people and suggest they've done something wrong." The question you could ask is:

   ____

2. The United Nations Food and Agriculture Organization (FAO) fights against hunger in many ways. It teaches farmers how to grow more food on their land. It helps them clear jungles and drain swamps to grow food. It gives hints on the best crops to grow. It also fights against insects and diseases that cut down the amount of food. The question you could ask is:

   ____

3. The first movies were not shown on screens. You saw them by looking into a box. You put a penny into a slot in the box. Then you looked through an opening at the top. A light went on inside. Then as you turned the handle at the side, pictures moved inside. You could see a girl doing a dance. She might shake her hips -- and even show her knees!! Or you might see a small boy pour water on a well-dressed man.

   These first movies ran for about a minute, depending on how fast you turned the handle. They were called "peep shows." You saw them in places called "penny arcades." The question you could ask is:

   ____

Assume that you are an equal opportunity employer. You have a job available. Write a 100-word job description.

Write a classified ad offering for sale a vest-pocket exercising kit, an untraceable poison, or a bed-making machine.

ORGANIZING THE MESSAGE: D-14 (T)

Notetaking

A. Teacher reads aloud (or perhaps presents verbally from notes) a five to seven minute piece of business. Have students take notes. Teacher and students reconstruct the information using only notes taken by students. The teacher can clue students before hand to such key phrases as "the main idea..." "the three points to be concerned..." as a means of organizing their notes so that they obtain the most significant information.

B. Prepare a transparency of a page of reading material. Complete the task in much the same way as above.

ORGANIZING THE MESSAGE: D-15

Selecting the Best Topic Sentences

The topic sentence for each of the following paragraphs has been omitted; a blank indicates where it should be. Carefully read each paragraph to determine its central idea. Then from the three topic sentences suggested below each paragraph, choose the one that best expresses this central idea. Indicate your choice by circling the letter of the selected topic sentence.

1. ______________________________ My first experience at working for a pay envelope was doling out frozen custard in a dairy bar. There I learned indoor jobs were not for me. Deciding I wanted to spend more time out of doors, the next summer I delivered groceries for a supermarket. The third year I was interested in building muscles, so I wielded a pick and shovel with a railroad section gang repairing roadbed. The last summer I found the ideal vacation job. While working as a counselor for a group of lively eight-year-olds at Camp Big Eagle, I spent the summer swimming, riding, hiking, and camping -- all this and a pay check too.

   a. There are many summer jobs available to teen-age boys.
   b. I have had a variety of jobs during the past four summers.
   c. Summer jobs can be very interesting.

2. ______________________________ Candy makers, for instance, use a special process to make candy wrappers smell as appetizing as the candy itself. Some department stores perfume the air about their counters with selected fragrances to get customers in a spending mood. A number of used-car dealers even spray their bargains with a special scent -- to give them that "new car smell."

   a. To increase sales, merchandisers have added a new approach -- nose appeal.
   b. The last five years have brought about an amazing number of different ways in which merchandisers encourage sales.
   c. Merchandisers spend more time on increasing the appeal of products than on raising their quality.

3. Typical reservation Indians have had little education; some of them even have difficulty in speaking English. Since unemployment has long been one of the chief problems on reservations, Indians have little or no money saved to tide them over while they look for suitable jobs in other parts of the country. Besides, reports from friends -- as well as unhappy experiences of their own -- have made them fear the racial discrimination they are likely to run up against in seeking work away from home. ______________________________

   a. Racial discrimination against Indians seems to me especially unfair.
   b. Most Indians, unfortunately, do not have the qualifications necessary to get good jobs.
   c. These are the main reasons why so many Indians hesitate to leave the reservations to find employment and a better life elsewhere.

4. ______________________________ You begin by scooping up a panful of sand from a stream, preferably from a sand bar streaked with black. Then, holding the pan just under the surface of the stream, fill it with water. Next, working slowly, tilt the pan gently back and forth so that the light sand and gravel are carried away by the water, and the heaviest sand, which contains the gold, settles in the bottom. Keep doing this until the panful of sand has been washed down to a few tablespoons. The tiny, dull yellow specks that show up in the washing -- if you are lucky -- are gold.

   a. Panning for gold is becoming a popular pastime in the Colorado Hills.
   b. Spending a vacation panning for gold is not only fun but profitable as well.
   c. Panning for gold is a simple process.

Supplying Details

A good writer should not only supply enough details to make his ideas clear and interesting to the reader, but he should make sure that the details he uses in each paragraph are relevant to his purpose. Of the many details he might use, he must choose the ones that will best develop the topic idea of the paragraph.

After each of the following numbered topic sentences are listed three or four items, labeled a, b, c, and d. The lettered items in each group suggest various kinds of details that might be used to develop the topic sentence. Decide which of the three or four suggested kinds of details would be best to use for each of the paragraphs. Indicate your choice in the blank preceding the item.

1. Every high school ought to have a course in driver education.

   To develop this topic sentence, I would supply details

   _____ a. Explaining what a driver-education course consists of
   _____ b. Describing a driver-education course I read about in a magazine
   _____ c. Giving three or four reasons why driver courses are important for all schools -- whether in small towns or large

2. Of all the candidates currently being suggested ______________________ is far and away the best.

   To develop this topic sentence, I would supply details

   _____ a. Enumerating the various rival candidates and describing the drawbacks of each
   _____ b. Defining my idea of what a "good candidate" should be
   _____ c. Describing the qualifications of my candidate that make him the best choice

3. After working on both a cattle ranch and a fruit farm, I have decided that fruit farming suits me better.

   To develop this topic sentence, I would supply details

   _____ a. Pointing out differences between the two kinds of work that make my preference for fruit farming seem reasonable
   _____ b. Enumerating the advantages of working on a fruit farm
   _____ c. Explaining the reasons why work on the cattle ranch was unpleasant

4. Television crime shows seem to me an important factor in juvenile delinquency.

   To develop this topic sentence, I would supply details

______ a. Describing the plot of one or two typical TV crime shows
______ b. Explaining the effect that watching TV crime shows may have on impressionable teenagers I know, who have too much leisure and too little supervision
______ c. Enumerating other possible causes that may, like crime shows, lead to delinquency

5. In Sam Weller, Dickens created one of the funniest characters it has ever been my pleasure to read about.

To develop this topic sentence, I would supply details

______ a. Enumerating and briefly describing other "funny" characters in books who do not quite match Weller for humor
______ b. Giving one or two incidents from Dickens' novel illustrating how humorous Weller was
______ c. Defining my idea of what "humor" is

6. "If you don't like the weather, just wait a minute; it'll change." I believe this aged joke must have originated in the Oklahoma-Texas panhandle region.

To develop this topic sentence, I would supply detials

______ a. Pointing out the contrast between the changeable weather in the panhandle region and that in another section of the country
______ b. Giving the causes and effects of sudden shifts in weather
______ c. Giving three or four examples from my experience of sudden shifts of weather in the panhandle region

7. Why do so many adults in this country read so few books?

To develop this topic sentence, I would supply details

______ a. Giving statistics on the average number of books read by adults
______ b. Giving three or four reasons why adults do not read more
______ c. Pointing out a comparison between the reading done by adults and that done by high school students
______ d. Describing the kind of books that are most popular with adults and reasons for their popularity

8. In spite of the many advantages, being a celebrity can be a real headache.

To develop this topic sentence, I would supply details

______ a. Enumerating several celebrities and briefly describing the circumstances that made them public figures
______ b. Contrasting the commonplace life of an ordinary person with his exciting life after becoming a celebrity
______ c. Enumerating the problems that arise as soon as a person becomes famous

ORGANIZING THE MESSAGE: D-15

Detail Sheet

I. Fill out this sheet completely before writing your paragraph.

1. Topic sentence:

2. Key words: (subject and attitude) Have students list them and then go on to number three.

3. Synonyms for key words:

   1
   2
   3
   4
   5
   6
   7
   8
   9
   10

4. Details: List details that develop the key words.

   1
   2
   3
   4
   5
   6
   7
   8
   9
   10

5. Place details in sentences.

II. List 60 neutral details about selling a house. Come up with a short paragraph suitable for inclusion with a photograph of a house that is being offered for sale.

Arrange sentences in best order.

SECTION IV

FORMING THE MESSAGE

FORMING THE MESSAGE: ASSUMPTIONS

1. Messages may take a variety of forms which are dependent upon audience, occasion, and purpose.

2. All messages express a point of view.

3. Forming a message depends upon language choices which determine the message itself.

4. Conventions of form contribute to the efficiency of message-sending.

5. The effective sender has at his command a variety of language tools that enable him to choose the most effective way to send a message.

FORMING THE MESSAGE: OBJECTIVES

1. To demonstrate ability to construct an outline based on a reading selection.
   S-48 S-2 S-3

2. To practice the conventions of outlining.
   S-48 S-1

3. To identify the topic sentence (main idea) of a paragraph.
   S-4 S-5 S-9

4. To recognize the essential parts of a topic sentence.
   S-6

5. To formulate a topic sentence for a paragraph.
   S-7

6. To develop specific details for a topic sentence.
   S-10 S-11 S-12 S-13

7. To differentiate between specific and general language choices.
   S-8, S-9

8. To arrange details in a logical space order.
   S-15

9. To arrange details in a logical time order.
   T-1 (S-14),S-16

10. To arrange details by their order of importance.
    S-17

11. To differentiate between cause and effect.
    S-18 S-19

12. To discern analogous relationships.
    S-20 S-21

13. To arrange details for compare/contrast topics.
    S-22

14. To connect details in a paragraph so that a logical order is apparent.
    S-23 S-24 S-25

15. To demonstrate ability to use first, second, and third person point of view appropriately.
    S-50 S-51

16. To demonstrate ability to identify the attitude of a writer in a given passage.
    S-49 S-51

17. To practice changing misued passive voice to active voice.
    S-52

FORMING THE MESSAGE: OBJECTIVES

18. To demonstrate ability to distinguish among four major kinds of topics (why, what, how, compare/contrast) and choose the appropriate methods of development.
S-11 S-12 S-13 S-22 S-50

19. To become acquainted with prepared forms of business and society and to demonstrate skill in completing them.
S-29 S-37 S-38

20. To demonstrate skill in writing business correspondence.
S-26 S-27 S-28 S-30 S-31 S-32 S-33 S-34 S-35 S-36 S-37 S-39
S-40 S-41 S-45 S-46 S-47, T-2

21. To demonstrate skill in writing social correspondence.
S-42 S-43 S-44

Outlining

Outlining depends on the process of classification (see packet C, Unit 3 for practice). It is useful because it helps a writer to concentrate on one section or paragraph of a message at a time while still having an overall organizational plan in front of him. Outlining can be very formal or very informal. Once again the situational factors influence a sender's choices.

Read the following explanation of a standard form for outlining.

Main topics begin at the left margin. Items of lesser importance are indented. All items of equal importance have the same indention.

The outline at the right shows the conventional system of numbering and indenting outline headings and subheadings. Main topics are numbered in Roman numerals, and their subtopics are listed by capital letters. Divisions of the lettered subtopics are listed by Arabic numberals. Subdivisions of the numbered topics are listed by small letters. It is seldom necessary to make a more detailed outline than this.

Items of equal importance should be stated in parallel forms. For example, these headings are nouns with modifiers. These headings are prepositional phrases.

Each topic begins with a capital letter.

In a topical outline the headings are not followed by periods. (Periods are used in headings of sentence outlines only.)

A heading is never followed by just one subheading, as it cannot be divided into less than two parts. This is because each subheading describes a division of the heading above it.

TOYS THAT FLY

- I. Boomerangs
  - A. Return boomerangs
    - 1. Banana-shaped
    - 2. Cross-shaped
  - B. Hunting boomerangs
- II. Kites
  - A. High-altitude kites
    - 1. Diamond kites
      - a. Simple tailed kite
      - b. Tailless Malay kite
    - 2. Box kites
  - B. Acrobatic kites
  - C. Entertaining kites
    - 1. In fancy shapes
    - 2. With musical pipes
- III. Models
  - A. Gliders
  - B. Rubber-band-powered airplanes
  - C. Engine-powered airplanes

FORMING THE MESSAGE: S-1

Below is a short outline that contains some errors in the form used. On the line before each number write OK if the heading is correct and X if the heading contains an error.

Otters

____(1) I. River otters.

____(2) A. Value to man

____(3) 1. Fur

____(4) 2. Trained by fisherman

____(5) B. life habits

____(6) II. Sea otters

____(7) A. Life habits

____(8) 1. Live in cold waters

____(9) 2. Eat shellfish

FORMING THE MESSAGE: S-2

Read each of the main headings in the sentence outline below. Then choose the sentences at the bottom of the page that should be listed under each main heading. Write the sentences on the lines provided.

I. It is important to have a proper setting for study.

A. ____

B. ____

C. ____

D. ____

II. All necessary materials should be collected before studying.

A. ____

B. ____

C. ____

D. ____

III. Regular study hours help develop good study habits.

A. ____

B. ____

Good lighting is essential for reading without eyestrain.
A straight but comfortable chair should be available.
Have on hand a supply of sharpened pencils and pen and ink if needed.
Time should be set aside each day for studying.
If there are no immediate assignments, spend some study time reviewing material.
Organize your notebooks, including your assignment notebook, for easy use.
A quiet place is necessary for concentration without distraction.
Keep rubber bands, paper clips, and file folders handy.
Keep a supply of paper in your home study area as well as at school.
A table or desk is needed when writing must be done.
Make sure you have all your textbooks and dictionary.
Watching television will help you relax while studying.

FORMING THE MESSAGE: S-3

Read the following article on technical magazines and note the main ideas. Then, referring to the article, complete the outline.

TECHNICAL MAGAZINES

The man who gets ahead in any trade or profession is the man who constantly tries to improve himself. The lazy, inefficient, dull worker gets fewer opportunities and, of course, less money, than his more ambitious companions. One of the great aids to increased efficiency on the job is the reading of magazines in a worker's own field. Technical magazines suggest more skillful ways of doing things and improving the worker's output.

Not only are technical magazines valuable to men already on the jobs, but they are also good guides to students who are thinking of entering the trades. They give a glimpse of working conditions, problems, and skills that cannot be gained as quickly in any other way. If you are seriously thinking about a trade, it will pay you to examine magazines connected with that trade. If you are seriously interested in, and qualified for, the particular trade, the magazines will strengthen your determination to be a good worker. On the other hand, if you are doubtful, not really interested in the work, the magazines may save you from taking a serious misstep.

Technical magazines may be divided into two main groups, those for the general public (like Popular Mechanics) and those for particular trades. In technical magazines you will usually find such information as the following:

A. New inventions explained

B. New processes introduced

C. New twists and short cuts for the workman

D. Plans, blueprints, suggestions for the building of various things

E. Illustrations of new ideas in action

F. Opportunities in various trades

G. Special problems in various trades

H. The appeals of various occupations

I. General trade information

To be sure, in no one magazine are found all the items mentioned above. Many are certain to be included, though. Whether you have already made up your mind about your career, or whether you are still hesitating, it will pay you to examine a number of the good technical magazines published throughout the country.

FORMING THE MESSAGE: S-3

Technical Magazines

I. ______________________________

   A. Workers

      1. ______________________________

      2. Suggest improvements in worker's output

   B. ______________________________

      1. ______________________________

      2. May strengthen determination to enter a trade

      3. ______________________________

II. Some factors in the make-up of technical magazines

   A. ______________________________

      1. General public

      2. ______________________________

   B. ______________________________

      1. Deals with new processes, inventions, ideas, short-cuts

      2. ______________________________

      3. ______________________________

      4. General trade information

FORMING THE MESSAGE: S-4

A paragraph is a series of connected sentences that develop an arranged unit of thought. A paragraph may contain a few details or many details, but there is one idea that relates all of the sentences in the paragraph. This main idea is contained in the topic sentence.

Read each of the following paragraphs. Then underline the sentence that states the main idea (the topic sentence). The first one is done for you.

1. In professional football, the crossbar of the goal posts was placed even with the goal line. In college football, the crossbar was back of the line. Also, professional teams were allowed to use a two-platoon system. This was not permitted in college football. College and professional football rules were not exactly the same.

2. Basketball is a fast-moving sport. There never seems to be a dull moment in a basketball game. The players keep moving from one end of the court to the other, sometimes with lightning speed. Each time one team makes a basket, the other team gets the ball. Both teams try to score as many points as they can as quickly as they can.

3. Never swim alone. Stay in shallow water until you can swim well. Never dive headfirst into water until you know how deep it is. Leave the water when you feel tired or chilled. When swimming, remember these safety rules that may save your life.

4. For both fans and player, one of the greatest thrills in baseball is a grand slam. Every time a batter steps into the batter's box with three men on base, he hopes to get that very special hit. Many games have been won in the last inning when a batter has hit a ball out of the park with the bases loaded.

5. Several forms of exercise are popular with people of different ages. Some fathers may jog around the block with their children, while others do push-ups. Adults as well as boys and girls ride bicycles. Swimming is enjoyed by many families as a pleasant way to keep fit. Some people take up sports like golf to get exercise and to enjoy the outdoors.

FORMING THE MESSAGE: S-5

Read each paragraph below and the three sentences below that. Choose the sentence that best tells the main idea of the paragraph. Then put an X in the blank that has the same letter as that sentence.

1. Iron is a plentiful metal and one of the most useful materials on earth. A surgeon's knife, steel beams in a building, and even the wire in a spiral notebook may be made of iron. Another quality of iron is its ability to be magnetized. Its many uses make iron valuable in numerous ways.

   a. Iron is a useful metal. ______ a.

   b. Iron is very plentiful. ______ b.

   c. Steel beams are made or iron. ______ c.

2. Casey leaned out of the cab window and looked back toward the caboose for the brakeman's signal. Then he checked his watch again. People depended upon the freight getting into the station on time. Other men helped him, but it was Casey's responsibility as engineer to see that his train arrived when it was due.

   a. A train is easy to run. ______ a.

   b. Freight is due on time. ______ b.

   c. Casey's watch had stopped. ______ c.

3. It is important to protect every kind of animal wildlife. In areas where mountain lions and coyotes are no longer found, herds of deer have grown too large for the food supply. Thus many deer starve. By allowing seemingly harmful animals to live, a better balance of nature can be maintained.

FORMING THE MESSAGE: S-5

a. Nature's balance is best. _____a.
b. Some animals starve easily. _____b.
c. Coyotes are extinct. _____c.

4. Jason stumbled down the corridor. He was still cramped from the inactivity of sleep. However, there was no time to warm up his aching muscles. Only an emergency could have triggered the computer to wake Jason before his three-year space sleep had been completed.

a. Jason was on a space ship. _____a.
b. Jason's muscles ached. _____b.
c. Something was wrong _____c.

5. In cold weather, people can put on warmer clothing and stay indoors more. Wild animals must find other ways to survive. Some leave for a warmer climate, while others crawl into a cave and sleep until spring arrives. Many grow heavier coats of fur. Animals seem well equipped to survive even under conditions of extreme cold.

a. Animals suffer from cold. _____a.
b. People stay inside in winter. _____b.
c. Animals survive winter differently. _____c.

6. In 1986 people around the world will look for the return of a very special comet. Since it was first observed in 240 B.C., Halley's comet has been seen about every 75 years. It is not the only comet seen, but because of its brightness and regular appearance, it has always been of great interest.

a. Comets are seen every night. _____a.
b. Halley's comet is special. _____b.
c. Only one comet is important. _____c.

FORMING THE MESSAGE: S-6

A topic sentence contains the main idea of the paragraph. Each topic sentence contains the subject of the paragraph and the point of view (the writer's attitude or physical location in viewing the subject). Sometimes the pattern of development is suggested.

The following sentences are potential topic sentences. Underline the subject of the sentence once, the point of view (attitude or physical location) twice, and the suggested arrangement three times.

Examples:

Satchel Paige was one of the greatest pitchers in baseball history. (no arrangement suggested)

Planning is just as important as ingredients and skill in cooking.

1. Safety rules make traveling safer for everyone.

2. Physically and psychically women are by far the superior of men.

3. Dogs are actually rather stupid animals.

4. The television newscast will never replace the newspaper.

5. Not every student should go to college.

6. There are three reasons why life was better 50 years ago.

FORMING THE MESSAGE: S-7

Using the following lists of subject and attitude words, develop 10 potential topic sentences. Try to create a sentence that is interesting and clear. Whenever possible indicate the development the paragraph will follow.

Subject words	Attitude words
1. sports	1. dreary
2. books	2. amusing
3. movies	3. ridiculous
4. school	4. exotic
5. winter	5. impressive

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

FORMING THE MESSAGE: S-8

Specific support

A topic sentence is a general statement that summarizes the main idea of the paragraph. In order to make the reader understand your point of view about this generalized statement, you must give him some specific concrete statements that develop and support that idea.

The two words in each pair below are related in meaning to one another. One of the words is a general term, while the other conveys a more specific meaning. Circle the word that is the more specific term in the pair.

1. sports swimming
2. convertible car
3. homework lab report
4. beagle dog
5. rose flower
6. language English
7. book dictionary
8. dish bowl
9. furniture desk
10. game monopoly

FORMING THE MESSAGE: S-9

Read the following paragraph:

Almost no feature of the interior design of our current cars provides safeguards against injury in the event of collision. Doors that fly open on impact, inadequately secured seats, the sharp-edged rear view mirror, pointed knobs on instrument panel and doors, flying glass, the overhead structure--all illustrate the lethal potential of poor design. A sudden deceleration turns a collapsed steering wheel or a sharp-edged dashboard into a bone- and chest-crushing agent. Penetration of the shatterproof windshields can chisel one's head into fractions. A flying seat cushion can cause a fatal injury. The apparently harmless glove-compartment door has been known to unlatch under impact and guillotine a child. Roof supporting structure has deteriorated to a point where it provides scarcely more protection to the occupants, in common roll over accidents, than an open convertible. (from Ralph Nader, The Safe Car You Can't Buy)

1. Which sentence is the topic sentence? ______________________________

____

2. List 10-12 specific details that support the main idea.

   1.

   2.

   3.

   4.

   5.

   6.

   7.

   8.

   9.

   10.

   11.

   12.

FORMING THE MESSAGE: S-10

Using two of the sentences that were created in S-7, think of three possibilities for supporting each of these two topic sentences. Use examples, facts, incidents, reasons, but be specific.

Sentence One: ______________________________

____

Supporting statements

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Sentence Two: ______________________________

____

Supporting statements

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

FORMING THE MESSAGE: S-11

How Topic

Explaining how to do something involves giving specific statements. What may be a simple process for you may be very difficult for another person unless he knows the specific steps to follow.

Think of something that you know how to do. For example, you may know how to create a macrame belt or how to play Monopoly or how to play the guitar. But can you explain the action to someone else?

Select a general process to explain. Write a brief description of it here.

____

____

List the details in order of the way you would explain that process to someone who does not know how to do it. Do not use complete sentences.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

FORMING THE MESSAGE: S-12

Why Topic

Give three specific reasons why you personally would want or not want to do one of the following.

1. Buy a car
   a.____
   b.____
   c.____
2. Go to college
   a.____
   b.____
   c.____
3. Finish high school
   a.____
   b.____
   c.____
4. Drop out of high school
   a.____
   b.____
   c.____
5. Go out for athletics
   a.____
   b.____
   c.____
6. Work on a car
   a.____
   b.____
   c.____
7. Buy a motorcycle
   a.____
   b.____
   c.____
8. Get a job
   a.____
   b.____
   c.____

FORMING THE MESSAGE: S-12

9. Go steady

a.____

b.____

c.____

10. Have a hobby

a.____

b.____

c.____

FORMING THE MESSAGE: S-13

What Topic

Give three specific reasons or facts from your general knowledge of information in the public domain for doing each of the following activities:

1. Finish high school
   a.____
   b.____
   c.____
2. Get a job
   a.____
   b.____
   c.____
3. Go to college
   a.____
   b.____
   c.____
4. Go to a vocational school
   a.____
   b.____
   c.____
5. Conserving natural resources
   a.____
   b.____
   c.____
6. Read books
   a.____
   b.____
   c.____

FORMING THE MESSAGE: S-13

7. Drive safely
   a.____
   b.____
   c.____

8. Develop good study or work habits
   a.____
   b.____
   c.____

9. Buy a particular kind of car
   a.____
   b.____
   c.____

10. Pay taxes
   a.____
   b.____
   c.____

FORMING THE MESSAGE: T-1 (3-14)

The arrangement of the details in a paragraph is important. Each paragraph needs a definite plan so that the reader will not be confused.

Have students select a cartoon story from a newspaper, cut the frames apart, and give the cartoon story to another classmate to re-arrange in proper sequence.

What determined the arrangement?

Is there a logical pattern that has been followed?

FORMING THE MESSAGE: S-15

In many paragraphs the details are arranged according to a definite plan. The order in which the details are presented depends on the purpose of the paragraph and the kinds of details used.

Write details for one of the following scenes. Choose an arrangement for the details: move from front to back, back to front, up to down, etc. Indicate the arrangement you have chosen. One point in the scene will be a focus. Will you start with it or end with it? You must consider how you will deal with it. Do not write in complete sentences.

1. An abandoned farm house
2. An old fisherman at the pier
3. A Christmas tree
4. A parade in summer
5. A campsite
6. A restaurant

Method of arrangement: ______________________________

Focus point in scene: ______________________________

Details:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

etc. ______________________________

____

____

FORMING THE MESSAGE: S-16

One way of arranging details is to consider how they occurred in time. You will have to decide whether you should begin at the beginning and work to the end, begin at the end and work back, or start in the middle and move in either direction. There is no set way to develop the time. The subject must be explained as clearly as possible for the reader.

Develop details for one of the following. Indicate what time sequence you are following. Do not use complete sentences.

1. Getting ready for school in the morning
2. Building a fire
3. Reporting an accident

Topic: ____________________

Kind of time sequence: ____________________

Details:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

etc. ____________________

____

____

FORMING THE MESSAGE: S-17

An effective way to present ideas is by writing them in order of importance. This approach involves a decision about the least important idea and the most important idea to be presented. Generally, the least important ideas are presented first and the most important last. This way you will build an effective and logical case in your reader's mind.

Develop details for one of the topics listed below. Organize the details from least important to most important.

1. Reasons for having an after-school job
2. How to prepare for a test
3. Why the study of ________________ is important
4. Reasons for preserving the environment
5. The value of being alone

Topic: ____

Details:

1. ____ (least important)

2. ____

3. ____

4. ____

5. ____ (most important)

FORMING THE MESSAGE: S-18

Relationships: Cause-Effect

A camper was careless with his campfire and the forest burned. The carelessness of the camper was the cause of the incident. The forest fire was the effect.

Read the following paragraphs. On the line after CAUSE, write what caused the incident. On the lines after EFFECT, write what happened as a result.

1. When the Smiths' baby would not stop crying, the baby sitter called the number Mrs. Smith had left with her.

   CAUSE: ____

   EFFECT: ____

2. The judges thought that Ray's experiment deserved first place in the school science fair, for he had done the experiment carefully and kept accurate records.

   CAUSE: ____

   EFFECT: ____

3. After Ted forgot to watch where he was going and ran into a parked car, he saw that the front rim of his bike was bent.

   CAUSE: ____

   EFFECT: ____

4. When Larry scored the winning basket in the last second of the championship game, a big cheer went up from the happy Central High students and fans.

   CAUSE: ____

   EFFECT: ____

FORMING THE MESSAGE: S-19

Relationships: Cause-Effect

The four paragraphs below discuss some forecasts for the future. Read each paragraph and the question that follows it. Then place a check on the line in front of the best answer.

1. By the year 2001, three fourths of the world's population may live in an urban environment. This will make city planning more important. In some cases, completely new cities will be planned as a whole, and the entire city will be built as one tremendous project. One such city -- Reston, Virginia -- has already been built. This approach will help reduce some of the problems which face the cities of today.

   Why will city planning be more important in the future?

   _____a. Most people will live in cities.

   _____b. Most people will visit cities.

   _____c. Most cities are crowded.

2. Because your favorite television programs do not always come on at the time best for you, communications engineers are working on electronic video recording. In the future, when this is fully developed, you will be able to buy TV programs in cartridges and play them just as you now play records, whenever and as often as you choose. Home video recorders may also become available.

   Why will electronic video recording be more convenient than the present system?

   _____a. Cartridges will give better reception than broadcast TV.

   _____b. Present programs take up too much storage space in the home.

   _____c. Programs in cartridges can be viewed whenever desired.

3. Since human beings would find it hard to adjust to a steady diet of pills alone, food is likely to be with us far into the future. However, there will be some changes. One thing that may be common in the kitchen of the future is an extra faucet -- for milk! Piplines may carry it directly from the dairy to your home. Also, improved freezing methods will probably make frozen fruits as popular as frozen vegetables are now.

   Why will food not be replaced by pills for a long time?

_____a. Man prefers pills to food.

_____b. Man prefers food to pills.

_____c. Frozen foods are more convenient.

4. In the field of transportation, it is likely that commercial submarines will be used to carry freight and passengers. Travel by submarine has advantages over travel by surface ship. For example, distances between many world ports are shorter by polar route under the ice than by way of the Panama Canal. Another advantage is that submarines are not endangered by hurricanes and other bad weather.

Why would travel by commercial submarine be faster than by surface ship?

_____a. The submarine will use the Panama Canal route.

_____b. The submarine will be able to use the polar route.

_____c. The submarine will be endangered by unexpected hurricanes.

Relationships: Analogy

An analogy expresses some similarities between things that are otherwise unlike. For example, both geese and airplanes are capable of flying in V-shaped formations, but there are many differences between a goose and an airplane.

Read the following article. Then read and follow the directions on the next page.

Often 50 or 60 geese, hissing and honking in their excitement, fly southward together in the fall of the year. As they soar upward into the air, they gradually form a wedge, or huge V, in the sky.

Usually at the point of the wedge is a fearless old gander that leads the flight. Each year he faithfully pilots the flock to the South, where the geese spend the winter. Early in the spring, he leads them back to the northern wilderness. There, concealed in the tall reeds of a lake, the geese make their nests and raise their young.

During their long flight, the geese must have places to rest where they can recover their strength. Many lakes and marshes hidden in forests are used by the geese as resting and feeding stations. The pilot gander always seems to know where each of the lakes is located. He stops briefly so that his followers can rest and eat.

An airplane pilot might eat and rest while the plane is in flight. Eventually the plane must stop to refuel, but it can cover great distances without stopping.

When planes fly in groups, they often fly in the same formation as geese in their flight. As the planes soar upward into the sky, they look like silver geese flying toward some distant point known only to the pilot.

Flying in the V-shaped wedge helps the planes in several ways. The plane that flies ahead of the others leads the way safely. The pilot of each plane has a clear view ahead of him. This would not be possible if the planes flew in a straight line.

The strong wind caused by the thrust of the planes' jet engines results in some air disturbances. By flying in a V-shaped formation, the planes can avoid the blasts of air from the jets.

FORMING THE MESSAGE: S-20

Put G before statements that are true about flying geese.

Put A before statements that are true about flying airplanes.

Put A and G before statements that are true of both geese and airplanes.

_____1. Groups often fly in a wedge.

_____2. The leader takes them to hidden stopping places.

_____3. The one at the point of the wedge is the leader.

_____4. They create air disturbances.

_____5. They only make two trips a year.

_____6. The thrust of the engines stirs up a strong wind.

_____7. While in a V-formation, each one has a clear view.

_____8. They nest in northern lakes.

FORMING THE MESSAGE: S-21

Relationships: Analogy

Draw a line under the word that completes each analogy. The first one is done for you.

1. Cave is to bear as nest is to ______________.	home	tree	bird
2. Hop is to rabbit as waddle is to____________.	cat	duck	kangaroo
3. Ant is to insect as salmon is to____________.	river	fish	food
4. Halter is to horse as leash is to___________.	dog	rope	harness
5. Fang is to snake as stinger is to __________.	poison	hurt	bee
6. Bat is to baseball as racket is to__________.	tennis	game	court
7. Lead is to pencil as ink is to _____________.	paper	pen	chalk
8. Garage is to car as hanger is to____________.	pilot	engine	airplane
9. Cone is to pine as acorn is to _____________.	nut	oak	maple
10. Hair is to dog as feather is to_____________.	bird	hat	plume
11. Spring is to summer as autumn is to ________.	winter	fall	cold
12. Water is to ship as air is to_______________.	wing	car	plane
13. Runner is to sled as wheel is to ___________.	wagon	watch	axle
14. Rake is to tool as saucer is to ____________.	plate	cup	dish
15. Ring is to bell as toot is to_______________.	blow	horn	noise
16. Bacon is to eggs as cheese is to ___________.	milk	crackers	snack
17. Sour is to lemon as sweet is to ____________.	peach	salt	bitter
18. Apple is to tree as grape is to ____________.	fruit	purple	vine
19. Sugar is to candy as flour is to ___________.	bread	sift	wheat
20. Peel is to orange as shell is to ___________.	button	beach	walnut
21. Cone is to ice cream as hanger is to________.	coat	airplane	closet
22. Up is to down as left is to ________________.	turn	right	side
23. Write is to right as weak is to ____________.	week	weed	strong
24. June is to month as Tuesday is to __________.	Monday	week	day
25. Thaw is to spring as freeze is to __________.	sherbet	winter	refrigerator

FORMING THE MESSAGE: S-22

Relationships: Comparison Patterns

We often see relationships between things and ideas. To be able to compare these relationships in writing, some general developmental patterns are used point by point and block.

1. Point by Point Pattern

   After a subject for comparison has been selected, the main points of similarity or dissimilarity must be determined. Each point is discussed about both subjects before proceeding to the next point.

   Outline one of the following using the point by point pattern.

   1. High school -- junior high
   2. High school -- college
   3. Water skiing -- snow skiing

2. Block Pattern

   Again the subjects for comparison and the main points of correlation are selected. In this pattern the subjects are discussed separately, but the order of the points compared remains in the same general order.

   Outline one of the following using the block pattern.

   1. Book -- its movie version
   2. Two television heroes of the same type (doctor, detective, western)

FORMING THE MESSAGE: S-23

Coherence/Transition

A paragraph is said to be coherent when the sentences are carefully linked so that the reader can follow the train of thought from sentence to sentence. The first step in achieving coherence is to arrange your ideas in a logical, meaningful order. The second step is to make the relationship or connection between sentences clear.

Coherence through transitional expressions

Read the following paragraph. Note the underlined words and phrases.

We do not learn to typewrite, play golf, or talk well in public merely by reading about how to do these things. In learning to typewrite we progress stepwise, beginning with the location of the keys and then associating each key with the particular finger which is to strike it. After forming the correct habits for manipulating the middle row of letters, we pass successively to the top and then the bottom row, typing not letters but words and then complete messages. We type well when we can actually execute all of the complex movements easily, not when we can describe or discuss the rules of typing. In similar manner, the football coach trains his men. First (there is) instruction in the elements of the game, then practice, and later a description of plays and diligent practice in their execution as a member of a team. Each man must understand what he is to do, but in addition he must be able to perform his part in exact relation to what the other players are doing. There is a vast difference between knowing what to do and knowing how to do it. We know when we can produce a set of movements which in their concreteness correspond to the description of what we are to do. (*Learning More by Effective Study* by Charles and Dorothy Bird)

What specific purpose does each of the underlined words have?

What words could be used to do each of the following? Find several transitional words for each.

1. To add an idea or fact example: also ______ ______ ______
2. To establish space order example: above ______ ______ ______
3. To establish time order example: then ______ ______ ______
4. To show cause and effect example: because ______ ______ ______
5. To restrict, contradict, or contrast example: however ______ ______ ______

FORMING THE MESSAGE: S-24

Coherence/Use of Linking Expressions and Pronouns

Read the following paragraph. Note the underlined words.

Of course I had to live somewhere, and the somewhere turned out to be Montrouge, a workman's quarter, just beyond the Porte d'Orleans, for a friend sublet me his apartment there, in the place Jules Ferry, where there were a few blocks of modern apartment buildings. My place, in one of these, was like that whole winter, curiously empty and curiously crowded. It was chiefly a studio, empty except for a large glass bottle made into a lamp, a mattress on the floor beside it, a phonograph, and some records -- my friend was a dancer. The living quarters were on a small balcony above this chill vacuum, and they were extremely crowded, containing as they did a bed, a desk, bookshelves, chairs, a fireplace, all in a small place. A tiny kitchen and bath opened off on one side of this balcony, and on the other side it gaped draftily onto the unheated studio. This strange apartment was on the ground floor, and I lived there acutely aware of every footstep on the pavement outside. I was lonely at first, and frightened. ("That Winter in Paris" by May Sarton)

What does each of the underlined words connect or refer to?

Write six sentences about a single person or thing. Do not repeat his/its name. Use a linking expression or pronoun.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

____

FORMING THE MESSAGE: S-25

Coherence/Repetition

Read the following paragraph. Note the underlined words.

We talk of "looking" for spring, but I think we country folk smell the oncoming spring long before any signs are visible. These first scents are manifold and usually fleeting -- the smell of the earth on those rare sunny days which rejoice our hearts early in February, the scent of the wind when it blows from the south after a long spell from the northeast, the scent of the young grass when it first pushes up in the pasture, the scent of birch and larch when they first come into leaf. To lovers of sweet scents those familiar smells are as much part of the music of spring as the song of birds, the busy hum of bees, and the bleating of young lambs. (The Scented Garden by Eleanour Sinclair Rochle)

The use of repetition as a transitional device demands a knowledge of synonyms and antonyms. A useful reference book for finding words of various shades of meaning is the Thesaurus. A Thesaurus groups words according to meaning. The entries are followed by synonyms, antonyms, and related phrases. Using a Thesaurus, find three words that have similar meanings to each of the following words:

1. neglect ____________ ____________ ____________

2. interesting ____________ ____________ ____________

3. good ____________ ____________ ____________

4. fear ____________ ____________ ____________

5. job ____________ ____________ ____________

6. young ____________ ____________ ____________

7. ugly ____________ ____________ ____________

8. beautiful ____________ ____________ ____________

9. personality ____________ ____________ ____________

10. time ____________ ____________ ____________

FORMING THE MESSAGE: S-26

The Language of Business Letters

The language of a business letter should be simple, clear, concise, and direct. Avoid being rigidly formal and wordy. The following are some types of expressions to avoid.

1. Please advise us of the action you intend to take.
2. Attached hereto is the agreement for your signature.
3. Enclosed please find your copy of the minutes of our last meeting.
4. I have your letter under date of October 9.

Which of the following versions do you consider more effective in a business letter? Check the one which is more appropriate in each version.

1. a. Enclosed please find a transcript of my grades, as per your request.
   b. I am enclosing a transcript of my grades, as you requested.

2. a. Will you please let us know when we can expect to receive the electrotypes.
   b. Please advise us as to how long a delay we can expect before the electrotypes will be ready to be forwarded to us.

3. a. This letter is to inform you that to date I am not yet in receipt of the merchandise I ordered six weeks ago.
   b. On March 12 I ordered from your spring catalogue a pair of binoculars, Model Z-23, priced at $18.75, to be sent to me by parcel post. Though six weeks have passed, the binoculars have not yet arrived.

4. a. I am in receipt of your letter of recent date, and in reply to your question, regret to state that I have reached the decision, after due consideration, not to renew my subscription to the magazine MOUNTAIN TRAILS, which you publish.
   b. In answer to your inquiry of June 10, I have decided not to renew my subscription to MOUNTAIN TRAILS.

5. a. Please send me in addition any leaflets you may have on the subject of weed control. Thanking you in advance for the favor, I remain,
   Respectfully yours,
   b. I would also appreciate your sending me any leaflets you may have on the subject of weed control.
   Very truly yours,

6. a. This is to acknowledge receipt of your letter.
   b. Thank you for your letter.

7. a. We are crediting your account as per instructions.
   b. As you instructed, we are crediting your account.

8. a. I beg your indulgence in this matter,
   b. I hope you will allow me another month in which to pay this bill.

9. a. You have been placed on our preferred list of customers due to the fact that you always pay promptly.
   b. Since you always pay your bills promptly, we are pleased to place you on our list of preferred customers.

10. a. In response to your inquiry, I wish to state that we can furnish you with the items you specified.
    b. We can furnish you with the steel plates you need.

In the space below, write a brief paragraph explaining why you consider the checked sentences better than the others. Include in your paragraph specific examples of various kinds of faults in the ineffective sentences and the ways in which these faults are avoided in the effective sentences.

FORMING THE MESSAGE: S-27

Letters of Application

Below are the opening paragraphs from five letters of application written by high school students or graduates. Read the paragraphs critically, and in the space below each, tell why you think it is effective or ineffective. Consider such questions as these: Is the language clear and appropriate? Are all the words spelled correctly? Is the punctuation correct? Does the paragraph give all the information that you consider necessary for the opening of such a letter? Does it go straight to the point? Is it interesting and attention-getting? Does it make the writer sound like someone you would want to hire if you were the prospective employer?

1. I wish to secure a position as typist in your organization. According to your advertisement in last Sunday's Times, you have such a position vacant.

2. This is in regards to you're add in a resent local paper for a stockroom boy.

3. Since I plan to make my living in newspaper work and want all the experience I can get, I would very much like the job of copy boy that you advertised in last Sunday's Times.

4. If you are looking for a salesman who is well-dressed, bright, persuasive, ambitious, and an all-round "live-wire," then I know you'll hire me!

5. I am sixteen years old and have just finished my junior year at Bryant High School, with high grades in English, typing, and bookkeeping.

FORMING THE MESSAGE: S-28

Writing Accident Reports

Assume that a short time ago you were a passenger in a friend's car when it was involved in a minor accident. Your friend pulled out from the curb without looking or signaling and struck a passing car. The result was a damaged fender on each car.

Now your [illegible]end's insurance company has asked you to write a brief report of the accident as you witnessed it. Besides describing the collision itself, you are to include the exact day, the place where the accident occurred, the weather conditions, the condition of the road, the location of any traffic signals that may have had an effect on the driver's movements, and any irregularities in the road or any obstructions to the driver's view. You are to be accurate and give all the facts, whether they are favorable or unfavorable to your friend.

Use the format of the business letter. Write to a specific insurance company (real or imaginary) and to a specific person. Also give your friend a name.

FORMING THE MESSAGE: S-29

Assume that you had an automobile accident with approximately $500 damage to each car. The driver of the other car did not stop at a four-way stop sign and hit you broadside. Obtain and fill out the insurance accident report and the Minnesota Motor Vehicle Accident forms.

FORMING THE MESSAGE: T-2

Have students bring to class examples of as many types of letters as they can collect at home or from business friends. Discuss:

a. The kind of letter it is.
b. Why the letter was written.
c. The overall appearance of the letter.
d. Clarity, completeness, and correctness.

When evaluating the letters, it might be helpful to draw two columns on the blackboard:

Message conveyed	Goodwill feature
The price of the book is $5.95.	We would like the opportunity to serve you again.
etc.	

Bring to class sample letterheads. Evaluate the effect the style, printing, color, etc., have on the image the company portrays to the reader.

FORMING THE MESSAGE: S-30

From BUSINESS ENGLISH AND COMMUNICATION

A. Rewrite the following letter. Paragraph it correctly and use connecting words that will aid clarity and make the ideas flow better.

Your order No.7432 for pencil sharpeners was received today. We do not manufacture pencil sharpeners. We cannot fill your order. We looked up the nearest manufacturer. We found it to be the American Sharpener Company. Their address is 701 Wharf Street, Boston, Massachusetts. We are sending you a catalog of our products. Perhaps we can be of further service to you in the future. Thank you for writing to us.

B. Each of the sentences below is "writer slanted"; that is, each takes the writer's point of view. Rewrite each sentence so that it is "reader slanted."

1. We are eager to receive your order.
2. Help us meet our sales quota by sending us your order now.
3. Send your remittance now so that we may balance our books.
4. Your overdue account prevents us from paying out bills promptly.

C. If each of your letters meets the following 10 requirements, the chances are that you will be a successful letter writer. A good business letter does the following:

1. Creates a favorable first impression.
2. Appeals to the reader's point of view.
3. Is correct in every detail.
4. Is courteous, friendly, and sincere.
5. Promotes goodwill.
6. Is clear and complete.
7. Is concise.
8. Holds together.
9. Is well paragraphed.
10. Avoids jargon.

Now, criticize this letter on the basis of the 10 requirements for a successful letter.

Dear Mrs. Barker:

We do not believe you have any cause for complaint concerning the shipment of your order for Princess Priscilla blouses. Our seamstresses have been working night and day trying to catch up on a multitude of orders. It is not our fault that the blouses you ordered have been so popular that everyone wants them.

FORMING THE MESSAGE: S-30

Besides, you should have ordered them earlier. We are just not prepared for the big run on our stock. One of the problems was that at first the textile mills were not sending us enough of the yard goods from which the blouses are made. So, they were behind; but they have caught up now. If you will just be patient, we will do our best to get your order shipped. You ask whether you can have these blouses in time for Easter. That is a good question. It looks like we could, and I am sure you will, but still one never knows, do they? As a matter of fact,our production manager said this morning that we will ship all orders by the end of next week. This means you would be receiving them two weeks before Easter.

Yours truly,

The Format of the Business Letter

1. The heading
    A. Letterhead -- Companies have their own
    B. Typed headings -- used when there is no letterhead
        Correct form:
        1694 Boone Avenue North
        Minneapolis, Minnesota 55427
        July 10, 1972
    C. Dateline -- when the letter was written -- see B above for proper placement in typed heading; see sample forms for proper placement when letterhead is used.

2. The opening
    A. The inside address: the name of the addressee, which should always be preceded by a courtesy title (except in the case of M.D.'s and a few others), is usually the first line of the inside address. It is also common courtesy to include the person's job title when it is known -- either on the same line as his name or on a separate line in the inside address. The name of the addressee's company, the street address, the city, state, and ZIP code numbers are also included.

Examples: Mr. John Raymond, President
Hardware Hank
943 Nicollet Avenue
Minneapolis, Minnesota 55420

Richard Jones, D.D.S.
952 West Broadway
Robbinsdale, Minnesota 55422

Ms. Jane Williams
942 37th Avenue South
Crystal, Minnesota 55426

Ms. Belle Smith
Home Economics Department
Armstrong High School
10635 36th Avenue North
Plymouth, Minnesota 55441

B. Salutation -- There are several accepted forms of salutations, and each form reflects a different tone. The following are examples of salutations and the tones they reflect:

Singular	Plural	Tone
Sir: Madam:	Sirs: Mesdames:	Extremely formal -- cold
Dear Sir: Dear Madam:	Dear Sirs: Dear Mesdames:	Still very formal -- cool
Dear Mr. Allen: Dear Mr. Cooper:	Dear Meesrs. Allen and Cooper	Formal but cordial
Dear Mrs. Allen: Dear Mrs. Cooper:	Dear Mmes. Allen and Cooper	
	Gentlemen: Ladies:	Very commonly used when the letter is addressed to a company or to a group consisting entirely of men or of women
Dear Bill		Very informal -- implies a personal friendship

C. Attention line -- not always used. When a letter is addressed to a company or to a department within a company, rather than to a specific person, an attention line may be used to speed up handling of the letter. This line is typed below the inside address and above the salutation. The following are various styles of attention lines. Remember that an attention line, even if it includes the name and/or title of a specific person, has no bearing on the salutation.

ATTENTION: Mr. John J. Hughes

Attention of the District Director

Attention Mr. John J. Hughes

ATTENTION -- Sales Office

3. The body -- the body of the letter is, of course, the most important section of the letter -- from both the writer's and the reader's point of view. It is here that the writer makes every effort to get his thoughts across to the reader effectively.

FORMING THE MESSAGE: S-31

A. The subject line -- optional -- If the writer wishes to give the reader advance notice of what the letter is about, he can do so in a displayed subject or in re line that precedes the message.

Examples: SUBJECT: New Life Insurance Policy

IN RE: Policy No. 4639

B. The message -- the most important part of the letter. The message of every business letter usually consists of at least two paragraphs, even if the second paragraph is nothing more than "Thanks and best wishes."

4. The closing

A. The complimentary closing -- like salutations, they vary in form and tone. The important thing to remember is to match the tone of the complimentary closing with that of the salutation as closely as possible. The most used forms are

Very truly yours,
Yours very truly,
Very sincerely yours,

Yours very sincerely,
Yours sincerely,
Sincerely yours,

Less Formal

Very cordially yours,
Yours very cordially,
Yours cordially,
Cordially yours,

B. The company signature -- The typed name of the company -- the company signature -- is usually considered an optional part of the closing. Some companies require that the typewritten name of the firm appear, on the theory that the company, not the writer, is the legal entity. If the company's name is shown, it would appear in a form such as one of the following:

MINNESOTA MINING AND MANUFACTURING COMPANY

JOHNSON'S INCORPORATED

C. Writer's signature -- This is simply the handwritten signature of the writer.

D. The writer's indentification -- In most instances, the name of the writer and his title (and/or department) are typed below his signature.

Examples: John B. Jones, Manager

A. George Wilson
Manager, Credit Department

Sales Department

(Mrs.) Joan Smith
Administrative Assistant to
Robert Johnson

E. Reference initials -- If the writer's name is included in the writer's identification, his initials may be omitted in the reference initials. However, the initials of the typist or secretary should be included unless the writer specifically requests that they be omitted. If the writer's name is not included in the writer's identification, his initials or his full name may be indicated in the reference initials. Various styles follow. Remember that, when used, the writer's name or initials are written first:

J. G. Jones/abc

abc

JGJ:ABC

JGJ/abc

F. Enclosure notation -- When something is included with the letter in the same envelope or container, this fact should be indicated by an enclosure notation. These are widely used enclosure-notation styles:

Enclosure

Enclosure: Contract

Enclosures (2)

Enclosures:
Contract
Check

Enclosures: 1. Contract
2. Check
3. Return Envelope
4. Memo

G. cc (carbon copy) notation -- When a writer wishes to send a copy of the letter to one or more persons and wishes the addressee to know he is doing so, a cc notation is indicated on the original and all duplicate copies of the letter.

Examples: cc: Mrs. John James
Ms. Ann Matson

cc: Legal Department

THE ENVELOPE

The information contained in the envelope address should be identical with that in the inside address. Remember:

1. As a general guide, begin the mailing address half way down and half way across the envelope.

2. Avoid two-line addresses. This can be done by typing the state and ZIP code number on a separate line from the town or city.

3. Double space three-line addresses; single space addresses containing more than three lines.

4. Leave three spaces between the state and ZIP code number.

5. Type the attention line in the lower left corner of the envelope.

6. If special mailing services are required, indicate the service below the stamp.

7. If the envelope does not contain a printed return address, be sure to type a return address in the upper left corner -- not on the back of the envelope.

Most of the following letter parts have one or more errors of form. In the spaces opposite each make the necessary corrections:

1. 1430 Ridgecrest Avenue;
Milwaukee, Wis.;
October 10, 1972.

2. Dear sir:

3. Sincerely Yours,
Joan Smith

4. Mr. John T. Matsonk
Editor, Science Department
421 West 47th Street
School Book publishing company
New York, N.Y. 10016

5. Yours Very Truly:

6. October 9, 1972
922 North Broadway Ave.
Chicago, Illinois 60623

7. Mrs. John Jones
432 1st St.
Danville, Ill. 60556

My Dear Mrs. Jones,

8. Turner, Vt. 53289
817 Oak St.
Nov. 13, 1973

9. L. J. Tyler Company
35 Main Street
Dubuque, Iowa

Attention: Mr. James Carlson

Gentlemen:

10. Elite Beauty Salon
68 Fremont Avenue
Edgehill, Nebraska 54321

Ladies:

11. September 5th, 1973

12. Mr. John Bennett
Beaver, Idaho 83803

FORMING THE MESSAGE: S-32

In the spaces provided write (a) the salutation and (b) the complimentary close that you would use if you wrote each of the letters described below.

1. A letter to Mr. George Kent, whom you met two summers ago, asking for a job as a waiter or waitress at his summer resort.

   a.______________________________ b.______________________________

2. An order letter addressed to a business firm in a neighboring city and directed to the attention of Mr. Paul Crandall.

   a.______________________________ b.______________________________

3. A letter of complaint to a business firm owned by a group of women.

   a.______________________________ b.______________________________

4. A rather formal letter of inquiry to Mrs. Paul Pierce, a magazine editor.

   a.______________________________ b.______________________________

5. A letter to a college registrar, whose name you do not know, asking about entrance requirements at the college.

   a.______________________________ b.______________________________

6. A letter to a good customer, Andy Berk, congratulating him on his new child.

   a.______________________________ b.______________________________

7. A letter to a senator from Minnesota, asking him to support a Congressional bill in which you are particularly interested.

   a.______________________________ b.______________________________

8. A letter to a friend, inviting him to a party.

   a.______________________________ b.______________________________

9. A letter to your doctor, thanking him for his recent attention when you were ill.

   a.______________________________ b.______________________________

FORMING THE MESSAGE: S-33

Pretend the spaces below are envelopes (9 1/2 by 4 1/8). Make whatever corrections are necessary in each of the following and prepare the envelope as it should appear.

1. Ferris Window Co.
   1283 State St.
   Charlotte, N.C. 28208

2. John J. Johnson
   249 Lincoln Ave.
   New Haven, Connecticut 06301

3. Mr. Thomas Falls
   President
   Ames Desk Company
   1411 Main St.
   Minneapolis, Minn. 54432

4. Cochran Furniture Company
   High Point, South Car. 22763
   Attention/J.M. Smith

5. Doctor Douglas Mohns, M.D.
   Professional Building
   2624 1st St.
   Norman, Okla. -73078

FORMING THE MESSAGE: S-34

Writing an Asking Letter

Asking letters are those that request something; these are often responses to advertisements. The writer must always ask himself when asking for something: What kind of a letter would I like to receive if I were being asked for something? In composing this type of message, the writer generally should:

A. Be as brief as possible
B. Include complete information
C. Be courteous, tactful

1. Write an asking letter in response to one of the following advertisements:

   a. Breezy Point Resort. Howard Lake, MN, 15 mod. hskpg. cabins, play yard, trailer & campsites, boats, bait, pontoons. PH. 543-3601

   b. Winemaking Kit -- $4.98 Free catalogue and recipes. Jim Dandy Wine Supplies, Box 30230X, Cincinnati, Ohio, 45230.

   c. Bookstore for sale -- Doing very well. Large midwest city, university community. Partial sale considered. Box H-572 this magazine.

   d. Adirondack Summer Workshops. Ceramics, weaving, sculpture. Brochure (SR), Bront Lakes Art Center, Bront Lake, New York 11793.

   e. Men-Women needed now to fill out income tax forms at home. We show you how. Simple, easy to learn. $700 per month earnings possible. Details mailed free. No salesman. Hurry. Federated Tax Service, 2086 Montrose, Chicago, 60618.

FORMING THE MESSAGE: S-35

Write a letter to the Town House Hotel, 148 East Broad Street, Philadelphia, Pennsylvania 19102, in which you ask for a reservation. You will be attending a convention at the Town House, and you will be staying three days. Supply dates and other details.

FORMING THE MESSAGE: S-36

Assume that you work for Mr. Kenneth Johnson, a lawyer who has a small office in a rural community, and you need to order some supplies from your nearest stationer, the Wadley Stationery Company, 14 Hamilton Street, Centerville, Iowa 52544. One of the salesmen, William Andrews, usually handles your order. You need the following items: 12 boxes of paper clips, two bottles of permanent blue ink, six reams of white bond paper, six black typewriter ribbons, and one ream of onionskin paper. Write the order letter.

From Business English and Communication, p. 368

FORMING THE MESSAGE: S-37

Job Applications

When you apply for a job, employers may ask for different types of applications. A number of these are:

1. The letter of application
2. The qualifications summary (also called a data sheet, resume, or personal record)
3. An application form

I. The letter of application

A. Appearance
The appearance of the letter gives the employer a clue to the personality and work habits of the writer. (See Business English and Communication, pp. 447-454.)

B. When you are asked to include references, you should request the other person's permission to do so. This permission may be obtained in person, by telephone, or by writing an asking letter.

II. The qualifications summary
Sometimes the qualifications summary accompanies the letter of application. Other times an employer may request it at the interview or it may be mailed to an employer without a formal letter of application. Be sure to check what your prospective employer desires.

Generally, qualifications summaries contain four main headings:

1. Position applied for
2. Experience
3. Education
4. References (used only with permission)

III. Employment forms

A. These are standardized forms developed by each company which you have to fill out either before or after you are hired.

B. The following rules generally apply:

1. Write in ink.
2. Have your Social Security number readily available.
3. Avoid asking unnecessary questions. Become familiar with the types of questions usually asked on an application form.
4. Write legibly.
5. Be accurate and careful. Recheck all the information you have included.
6. Don't leave any blanks. If the information asked for does not apply to you, draw a line through that space or mark it, "Does not apply."
7. Follow directions exactly.

Prepare a qualifications summary for yourself. Assume that you will graduate from high school in a few weeks and are interested in a full-time job.

FORMING THE MESSAGE: S-38

Obtain a job application blank from a local business. Fill it out as completely as possible.

FORMING THE MESSAGE: S-39

Write a letter to one of your former teachers requesting permission to use his or her name as a reference.

FORMING THE MESSAGE: S-40

You receive a letter notifying you that you have been selected to fill a vacancy for which you applied. Write a letter accepting the position.

FORMING THE MESSAGE: S-41

Letters of Application

Write a letter of application based on one of the following want ads. If you wish, you can find your own ad.

TO MANAGE, MOTIVATE, INCREASE EFFICIENCY OF NATIONAL STAFF

The Personnel Director of our business service corporation must be a professional careerist. The needs of [illegible] staff cover the usual caretaking operations of pay scales, benefits, taxes, record-keeping, recruiting. IN ADDITION, our Director should apply creative techniques to personnel motivation & analysis—to developing an environment for efficient & rewarding work output. You'll have full support of our present compact personnel dept. & of our management. [illegible] opening at Mpls. Home Office. Applications will be handled by chief executive officer. Please send resume, salary history & other information to help us invite you for an interview.

[illegible]-592

[illegible]

(Quality Test)

Join Univac in the checkout and evaluation of large scale computer systems. Technical school or military electronic school required plus a minimum of 2 years computer related checkout work experience. Must be able to work a rotating shift.

Apply 2276 Highcrest Drive, [illegible]
or call Barbara Story 633-6170 ext. [illegible]

SPERRY RAND
An Equal Opportunity Employer M/F

SITUATIONS WANTED

BUTLER, COOK, CHAUFFEUR. [illegible] Box H-[illegible]

GOVERNESS HOUSEKEEPER needed, three children, educational country environment, unlimited opportunity. Box H-663.

HISTORY, SPANISH TEACHERS. Mature, experienced, creative, energetic. Call 803-785-2297.

CREATIVE EDUCATORS, early childhood. With experience in parent staff training. New program of intensive on-site video tape training of staff in N.Y. City day care centers. Extensive recent teaching experience with children required, also good organizational skills. Fall openings. Send resume to: 161 Clinton Street, Brooklyn, N.Y. 11201.

GOOD JOB in Appalachia for writer who can write in style of Foxfire Book by Eliot Wigginton. Box H-676.

OWN TEXAS RANCH, found oil and gas show. Need help test for pay. Good geology, references, full information. R.M. Cooksey, 318 North 14th Street, Corsicana, Texas 75110.

CLERICAL

Permanent part time positions available immediately.

COMPTOMETER OPERATOR
Day hours, 1-3 days per week
GENERAL CLERICALS
Flexible hours, 1-5 days per week
KEY PUNCH OPERATORS
Flexible day hours & eves. 5-9
TYPISTS
Day hours, 1-3 days per week

APPLY EMPLOYMENT OFFICE
11TH FLOOR, DOWNTOWN
Hours 9:30-11:45 a.m., 1-5 p.m.

DAYTON'S
An Equal Opportunity Employer

X X

CLERICAL

NO EXPERIENCE REQUIRED

A variety of duties including some typing, filing and figure checking.

APPLY PERSONNEL DEPARTMENT

American Hardware
Mutual
Insurance Company
3033 EXCELSIOR BLVD.
[illegible]

X X

[illegible]

PHOTO
TECHNICIAN

Experienced in the processing and [illegible] for the Production of [illegible]. Above average company benefits & excellent Salary [illegible].

Bureau of Engraving, Inc
[illegible] DIVISION
[illegible]
An Equal Opportunity Employer

EMPLOYMENT OPPORTUNITIES

TWO MOTHER'S HELPERS for two neighboring Brooklyn Heights families with small children. Own room, bath. Ideal for students. Starting mid-September. Box H-625.

FORMING THE MESSAGE: S-42

Thank You Letters

Many times, people neglect to acknowledge gifts they have received. This is very inconsiderate because the sender doesn't know if the gift has been received and/or appreciated. As a general rule, gifts should be acknowledged as soon as possible.

When writing a thank you note, make specific reference to the gift itself and what use you intend to put it to.

Write a brief letter which acknowledges one or two or three of the following:

1. A graduation gift from your grandmother of $50
2. A wedding gift of a place setting of your china from friends of your parents
3. A Christmas gift from a pen pal in Europe
4. A group gift of luggage from the people at the office to take with you on your trip to Europe
5. The hostess' thoughtfulness for planning and giving you a shower

Sympathy Notes

Sympathy notes, or letters of condolence, are some of the most difficult types of messages to handle effectively. The writer must be particularly aware of the feelings of the receiver of the message and the difficulties inherent in the occasion. Although it is possible to purchase a sympathy card, it is generally considered more personal and appropriate to compose one's own message. Sympathy notes should be brief and dignified, yet they should try to express warmth and sincerity. The writer should avoid being overly sentimental or recalling too vivdly the grief recently suffered.

Sympathy notes should be hand written in blue or black ink on white or ivory stationery. Bright-colored paper is inappropriate for this occasion.

Example:

> Dear Joan,
>
> I was saddened to learn of the death of your father. Please accept my sincere sympathy.
>
> My thoughts are with you and your family during this difficult time.
>
> Sincerely yours,
>
> Claudia

Compose the message you would send in the following situations.

1. You have never liked your next door neighbor because he was so noisy. However, his mother visited your family quite often, and you thoroughly enjoyed her visits. Yesterday your neighbor died suddenly of a heart attack, and you want to express your sympathy to his mother.

2. You were the driver of a car which was involved in an accident. One of your friends, who was a passenger, was seriously injured and will be in the hospital for at least another month. Write a letter to your friend in the hospital, and then compose a note to your friend's parents.

FORMING THE MESSAGE: S-44

Telegrams

For long distances, telegrams are cheaper than telephone calls. Telegrams also attract attention because people usually view telegraphed messages as urgent.

Western Union is the only domestic telegraph company. Messages can be placed at any of the numerous offices or by telephone for almost immediate delivery.

The cost of a telegram is based on the number of words it contains. The minimum charge for a full-rate telegram currently is based on 15 words. Additional words are charged by the word. Because of this, telegrams should be kept brief. However, it is still necessary to keep the message clear and complete.

Suppose that you are involved in the following situations and need to send a telegram to get immediate action. Compose a message of 15 words or less for each situation.

1. You are going to visit New York tomorrow, March 6. A friend recommended that you stay at the Taft Hotel where a double room costs $20 a night, the highest rate you can afford. You will be sharing a room with your friend. You also want a private bathroom. You will be checking into the hotel about 9 p.m. Ask the hotel to confirm the reservation.

2. You are going camping in northern Minnesota next week. You ordered a new sleeping bag from Thermo-King in Denver two weeks ago and you must have it before you can leave. Send a telegram to Thermo-King for immediate shipment of the sleeping bag.

3. Your grandfather had a heart attack this morning and died almost immediately. Send a telegram to your brother on vacation in Florida and ask him to come home for the funeral on Friday.

4. Your high school basketball team just won the state championship and your best friend is the center on the team. The team is staying at the Curtis Hotel. Send a telegram to your friend in which you congratulate him and the team.

FORMING THE MESSAGE: S-45

Writing Memorandums

FORMAL OR INFORMAL?

In writing a memorandum one must decide whether his message should be formal or informal. Most often an employer will indicate a preference for one or the other. Another determining factor is the position held by the writer in relation to the position held by the person to whom he is writing. A store clerk writing a memo to the president the department store chain would write formally but to another store clerk he would write informally. Below are examples of the differences between the formal (third person) and informal (first person) style?

Formal (third person)	Informal (first person)
"It is believed that..."	"I believe..."
"It will be seen that..."	"You can see that..." (second person)
"It is recommended that..."	"I recommend..."
"The requested report has been completed..."	"I have completed the report you asked for."

Note: The trend is to use informal style for memo writing. Unless your employer tells you otherwise, write informally. If in doubt, ask.

PARTS OF A MEMORANDUM

1. The heading
2. The subject
3. The message

Heading: The heading is usually printed. It includes the name of the company and TO, FROM, DATE, and SUBJECT sections. In the To section use the titles Mr., Mrs., Miss, Ms., Dr., etc.; but in the FROM section use your name without title.

Example:

TO: Mr. George Rathbone, Manager

FROM: John Practice, Stock Assistant

Subject: The subject is a brief statement of what the memo is about. Often the Latin word RE is used for "subject" and means the same.

Example: SUBJECT: Suggestion for additional stock purchase

Message: The message contains four parts:
1. The reason for the memo
2. The information
3. Suggestion for future action, request for guidance, or request for reply
4. As a matter of convention, use either your initials or full name following message.
(Find sample memo to be included in this lesson.)

MEMO

TO Mr. George Rathbone, Manager **DATE** July 15, 1972

RE Suggestion for Additional Stock Purchase **FROM** John Practice, Stock Assistant

As you requested, I have kept records on the stock flow in the school supplies department. Contrary to what I expected, wide-line paper outsells narrow line almost two to one and the inexpensive ball-point pens(to 39¢) outsell the better quality almost three to one.

I recommend that we double our order of wide-line paper and the inexpensive ball-point pens. Please advise.

J.P.

Write a request to your supervisor asking that your vacation be changed from the two weeks beginning July 5 to the two weeks beginning July 12. Point out that during the week of July 5 you have some personal business that prevents your going away at the time.

MEMO

TO ______________________ **DATE** ______________________

RE ______________________ **FROM** ______________________

FORMING THE MESSAGE: S-46

Your office manager would like to set up a standard form for printed memos. Draw up a sample memorandum form and send it to him, together with a memorandum that indicates the standards you followed.

FORMING THE MESSAGE: S-47

Write a memo to your English teacher describing the contract you have designed for a four-week independent study unit. Point out briefly the content of the unit and request an appointment to work out the details. Remember to include all four parts of the memo message.

Outlining: Advanced

Below are listed some of the commonly accepted guidelines and conventions of outlining.

1. An outline divides general categories into more specific ones. For example, the topic "Careers in the Auto Industry" can be divided into salesmen, dealers, mechanics, etc.

2. An outline as a whole needs a general idea to follow as a basis for dividing the main points of a topic. For example, the topic "Jobs Available to High School Students" might be divided into main points on the basis of the level of skill needed. The main points under the general topic might then be "Highly skilled occupations," "Semi-skilled occupations," etc.

3. The idea which serves as the basis for dividing should stay the same in a list of points which have equal importance. This aids the receiver of the message in reading the message quickly and with more understanding. For example, in the topic "Jobs Available to High School Students," the basis for dividing the topic into main points was "level of skill required." If through an outline three different levels of skills were decided on as the main points, it would be confusing to add a fourth main point, "Jobs at Snyders." It is not of equal value to the other divisions of the topic. (It might be useful, however, at some other point of the outline as a subheading.)

   Example:

   Topic: Jobs Available to High School Students

   I. Highly skilled occupations

   II. Semi-skilled occupations

   III. Unskilled occupations

   IV. Jobs at Snyders

4. Categories in an outline should not overlap one another. Two categories should be separate enough so that they do not include any of the same details. For example, in the topic: "Jobs Available to High School Students," the basis for division is level of skill required. An outline which would indicate an overlapping problem is the following:

   Topic: Jobs Available to High School Students

   I. Highly skilled occupations

   II. Highly skilled part-time occupations

Some of the occupations mentioned under I. would appear also in II. and the problem of overlapping occurs.

5. The subdivisions of any point in an outline should be equivalent to that point itself. For example if the topic was "Medical Careers" and the basis of dividing the main points was "Level of formal training," the subdivisions would be incomplete if the following outline occurred:

Topic: Medical Careers

A. College degree

B. No formal training

Although a number of levels of training were ignored, at least one ommission is obvious: "Medical School." A way out of this problem is to include all levels of training as main points or to restrict the topic to "Some Medical Careers."

6. Often the way in which the items in an outline are arranged suggests itself. Sometimes the arrangement of items demand some special thought. The common ways of ordering items in an outline are as follows: time, space, (for example, top to bottom) and less important to more important.

7. To keep an outline simple, avoid using the topic itself as the first Roman numeral. No other idea in the outline could be equal to it and single division would result. State the topic and perhaps a thesis sentence separately from the outline.

8. An outline should be balanced regarding the extent to which a point is subdivided. It's a temptation to include minor details in an outline, but their inclusion might give a faulty impression to the reader. The following outline form shows an overbalanced outline because too many minor details were included in it under the second Roman numeral.

I.
    A.
    B.
    C.

II.
    A.
        1.
        2.
    B.
        1.
        2.
            a.
            b.
                (1)
                (2)
                    (a)
                    (b)
                    (c)

9. Avoid using words in heading which do not make a statement related to your specific topic. They are often meaningless. Some of the words to be avoided in headings are as follows: Introduction, Summary, Conclusion, and Example.

Go to the guidance office and select a pamphlet which describes in some detail a particular occupation which interests you. Construct an outline for that information. Consider as some of the main headings the following: education, training, requirements, opportunities for advancement, daily routine, etc.

FORMING THE MESSAGE: S-49

POINT OF VIEW

Point of view ~~is~~ the writer's attitude or physical location in viewing his subject.

Attitude

A writer presents his attitude in his choice of subject matter, his development of the topic, his sentence patterns, and his choice of words. Of these elements, word choice reveals the writer's attitude most clearly. The writer may choose words that state his view directly or ironically. Or he may use words that appear quite objective but in combination reveal a particular bias.

Direct Statement: "We must withdraw from Vietnam immediately." The words "must withdraw...immediately" reveal a very firm conviction in no uncertain terms. Certainly this writer could make a direct statement of less intensity such as, "The situation in Vietnam is a difficult dilemma." Here the writer reveals the attitude of concern for the difficulty in evaluating both sides of the issue, but he does not indicate that he knows the solution.

Ironic Statement: "If it weren't for Vietnam we would miss all the fun of burning women and maiming infants." We can guess that this writer presents an attitude quite the opposite of what he appears to be saying. The chances are that he is not a sadistic psychopath who enjoys this kind of violence. Still we cannot be certain until we read further into his paragraph.

Word Choice: In the following paragraph from"Can War Be Abolished" by Bertrand Russell, a mathematician and philosopher, the author presents attitudes concerning war, law, mankind, etc. Read the paragraph carefully. Then underscore the words and word combinations that by their connotations reveal the author's attitude. Finally, state as completely as you can what those attitudes are.

From "Can War Be Abolished?"

By Bertrand Russell

Is it possible to induce mankind to live without war: War is an ancient institution which has existed for at least six thousand years. It was always wicked and usually foolish, but in the past the human race managed to live with it. Modern ingenuity has changed this. Either man will abolish war, or war will abolish man. For the present, it is nuclear weapons that cause the gravest danger, but bacteriological or chemical weapons may, before long, offer an even greater threat. If we secure the abolition of nuclear weapons, our work will not be one. It will never be done until we have secured the abolition of war. To secure this we need to persuade mankind to look upon international questions in a new way, not as contests of force, in which the victory goes to the side which is most skillful in massacure, but by arbitration in accordance with agreed principles of law. It is not easy to change age-long mental habits, but this is what must be attempted.

Russell's attitudes:

USE OF FIRST, SECOND, AND THIRD PERSON IN EXPOSITORY WRITING

First Person

First person is the style of presenting a message through which the writer involves himself as part of the topic. He refers to himself through the first person pronouns: I, me, we, us, my, mine, our. The writer chooses first person when the topic calls for his personal views, feeling, or experiences and when the style should be informal. Personal experiences, autobiographical sketches, and informal *why* topics are most conducive to first person style.

For examples of first person style, refer to *The American Experience: Non-Fiction* "University Days" by James Thurber; "The Texas of the Mind" by John Steinbeck; "My Dungeon Shook: Letter to My Nephew" by James Baldwin; "Why Don't We Complain?" by William F. Buckley, Jr.

Second Person

Second person is a style of presenting a message *to* a specific person or group of persons. Most often it is used to describe a simple process or to give directions. Examples might be tuning an engine, baking a cake, or describing how to get from point A to point B. In other words, topics using second person *you* are simple *how* topics. At times a writer will use second person to write an informal essay in which he places his readers in an experience by asking them to participate.

CAUTION: Second person is very often misused as indefinite reference. Indefinite reference means that the pronoun does not refer to a specific person or thing. If the writer addresses the same person or persons whenever he uses *you* in his development of an informal topic, he is justified in his choice of second person. The following sentence is stylistically incorrect "When my grandfather was a child, you were supposed to be absolutely silent at the table." To whom does *you* refer? grandfather? children? another person whom the writer is addressing? If *children* were substituted for *you*, the sentence would be much clearer.

RULE: In any formal writing the use of *you* is inappropriate.

Third Person

Third person is a style of presenting a message through which a writer writes *about* a subject, person, or thing. The writer refers to these items as *he*, *she*, *it*, *him*, *her*, *his*, *hers*, *they*, *them*, *their*, *these*, and *those*. When the writer is not directly part of the subject (i.e., his opinions, feelings, experiences, and perceptions are unimportant to the development of the topic), he should choose third person. If the topic lends itself to third person, the writer should maintain the style even when he finds it necessary to insert his own opinion. Thus he will state his opinion in third person.

FORMING THE MESSAGE: S-50

A topic such as "The Changing Roles of Macbeth and Lady Macbeth" is a *what* topic which demands that the writer analyze and present evidence to support his point of view. The burden of the topic is upon the analysis and on the writer only insofar as he used the analytical skills effectively. The primary purpose for such a topic is to inform the reader about the characters of the famous play based on the play itself and not to reveal a series of personal opinions. The writer's personal opinion or even his theory of thesis is secondary to the analysis. Thus the writer chooses third person throughout.

On the other hand, the topic "My Views on the Character of Macbeth" is clearly a *why* topic; i.e., it calls for the writer's personal opinion. Since the topic involves the writer, the writer should use first person. This does not mean that he must use *I* or *me* extensively. It may be necessary to refer to himself only once to indicate his involvement. The topic is still about Macbeth to whom the writer refers as *he*, third person. The use of both first and third person is stylistically proper because of the less formal nature of the topic.

CAUTION: 1. When writing a *why* topic which depends upon one's opinion, logic, feelings, and perception, the writer should not present unsupported general statements or shabby evidence. Opinion does not relieve the writer from the burden of proof. For the writer to say, for example, that "Macbeth has a sick mind" (if that is his opinion) and leave it unsupported gives the reader the impression that the writer has no firm basis for his opinion. Further, for the writer to expect that such a statement, even with support, should go unchallenged because it is his opinion shows an egocentric lack of concern for the communication process.

2. The tendency in presenting one's personal opinion is to overuse "*I*" phrases such as "I think," "I believe," "it seems to me," and "in my opinion." These phrases clutter the writing with unnecessary wordiness and also give the reader the sense that the writer feels so insecure that he must continually qualify him statements. After the writer makes it clear to his reader that he is involved in the topic, he should avoid the above passages. It is no longer necessary to say "I think Macbeth has a sick mind." The statement is clearly the writer's opinion without "I think."

For each of the following topics determine whether (1) the topic is *what*, *why*, *how*, or *compare*/*contrast*; (2) the topic calls for formal or informal development; (3) the first, second, or third person should predominate; (4) more than one person is appropriate.

A. The Mechanics and Function of the Carburetor in an Internal Combustion Engine

1.____________ 2.____________ 3.____________ 4.____________

FORMING THE MESSAGE: S-50

B. How To Build a Cabinet

1.____________ 2.____________ 3.____________ 4.____________

C. What I Think of National Election News Coverage

1.____________ 2.____________ 3.____________ 4.____________

D. Leisure Time Activities for Suburban Youth

1.____________ 2.____________ 3.____________ 4.____________

E. The Changing Role of Women in Society

1.____________ 2.____________ 3.____________ 4.____________

F. You and Your Goose Bumps

1.____________ 2.____________ 3.____________ 4.____________

FORMING THE MESSAGE: S-51

Choose any topic that appeals to you and determine how it should be developed according to the four criteria in the previous activity. Then write the paragraph following the chosen guidelines. Consider the attitude you wish to present in your word choice and emphasis.

To the Teacher

For discussion on point of view in creative writing, refer to Story and Structure, "Point of View"; Ginn Writing 2B, "Achieve Unity Through Point of View"; Ginn Writing 3C, "Use Third Person Point of View"; and Ginn Writing 1B, "Show Accuracy in Spatial Relations."

FORMING THE MESSAGE: S-52

In passive voice the subject is the object of the action. For example, "The Impala was driven by John." In this sentence the subject, "Impala," receives the action of being driven by John. Since John is doing the action, why not make him the subject of the sentence? The revised sentence reads "John drove the Impala." Better, isn't it!

A writer can use passive voice appropriately. In a paragraph a writer wants to maintain his subject from sentence to sentence. Therefore he may use a passive construction to maintain consistency and avoid confusion. In this paragraph I am using "writer" as the subject of the paragraph and of each sentence though I refer to the writer as he or as in this sentence, I. I must maintain that subject so that I am clearly understood. Did you notice the passive construction in the previous sentence? I might have said "so that the reader understands me clearly" but my focus should remain on the writer.

In each of the following sentences, including this one, is a bulky and inappropriate use of passive voice which should be re-written in concise and active language. (Do it.) One can never duplicate an experience in another person's mind. The best that can be hoped for is to approximate that experience with carefully chosen words. A clear written message must be appropriate to the audience and the purpose and occasion should be considered as well. If language is not clear, concise, and appropriate, it will not be understood by the receiver. One of the problems in using passive voice is that the writer forces the reader to change subjects during a unit of thought. The message should be made clear by the writer when he writes. Another problem in using passive voice is that more words are used by the writer than necessary to communicate his message. A third problem is that passive voice reduces the action of what should be a direct and action-packed experience, for example;

> The basketball was thrown through the hoop with a swish by the Falcons' star forward for a last-second victory.

Finally, passive voice should not be used when active voice can be substituted without threatening the clarity of the sentence.

SECTION V:

MECHANICS

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

Each of the units is divided into two parts: the first section deals with particular spelling problems; the second deals with vocabulary skills based on roots, prefixes, and suffixes. Most of the material in the spelling section is a reordering of materials in Warriner's English Grammar and Composition (Harcourt, Brace and Company, 1957). The vocabulary lessons are based on lists of prefixes, suffixes, and roots found in Ward Miller's Word Wealth, (Holt, 1958).

Included in this guide are pretests designed to be administered before the unit is given to the students. A student who can complete the pretest with 90 percent accuracy may be exempt from completing the skillpac for that lesson.

After the student has completed the worksheets with 100 percent accuracy, the teacher may administer the suggested post-test to the student. If the student is unable to score 90 percent on the post-test, he should be asked to study the skillpac some more before re-taking the post-test.

Following is a list of the contents of each of the units.

SPELLING

Skillpac I -- spelling rules

A. ie and ei

B. Use of il-, in-, im-, un-, dis-, mis-, re-, and over-

Skillpac II -- spelling rules

A. Use of suffixes -ness, -ly

B. Dropping and retention of final e with suffixes

C. Doubling a consonant when adding suffixes

Skillpac III -- forming the plural of nouns

Skillpac IV

A. Rules for hyphenating words

B. Homonyms
already
all ready
all right (alright)
altar
alter
altogether
all together
born
borne
brake
break
capital
capitol
cloths
clothes

Skillpac V

A. Rules for hyphenating words at the end of a line

B. Homonyms
coarse
course
complement
compliment
consul
council, councilor
counsel, counselor
desert'
des'ert
dessert
formally
formerly
its
it's
later
latter
lead
led

Skillpac VI

Homonyms
- loose
- lose
- miner
- minor
- moral
- morale
- passed
- past
- peace
- personal
- personnel
- plain
- plane
- principal
- principle
- quiet
- quite

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

VOCABULARY

Skillpac I

Prefixes

- anti-
- counter-, contra-
- ob-, op-
- in-
- non-
- un-
- ab-
- di-
- dis-
- ex-
- se-
- sub-

Roots

- -clude-, clus-
- -fact-, -fect-, -fict-
- -ject-, -jaculat-
- -lude-, -lus-
- -mit-, -miss-
- -move-, mote-, mob-
- -pend-, -pense-
- -pon-, -pose-, -posit-
- -solve-, -solu-
- -tort-, -torqu-
- -tract-
- -volve-, -volu-

Skillpac II

Prefixes

- mis-
- ad-
- circum-, peri-
- in-
- per-
- pro-
- re-
- trans-
- post-
- pre-, ante-
- inter-
- con-, syn-

Roots

- -cede-, -ceed-, -cess-, -gress
- -duce-, -ducat-, -duct
- -fer-, -late-
- -fuse-
- -pel-, -pulse-
- -scribe-, script-
- -serve-
- -son-
- -spec-, -spect-, -spic-
- -vide-, -vis-
- -spire-, -nale-
- -vene-, -vent-
- -vert-, -verse-
- -voke-, -vocat-
- -tain-, -ten-
- -port-, -portat-

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

Skillpac III

Roots

-aqua-, -aque-
-audi-, -audit-
-cide-, -cis-, -sect-
-cord-, -cardi-,
-cur-, -curs-, -course-
-dict-
-loqu-, -low-
-fid-, -fide-
-flagr-, -pyr-
-flect-, -flex-
-fract-, -rupt-
-here-, -hes-
-luc-, -lumen-, -lumin-, -photo-
-mand-
-merge-, -merse-
-mort-, -thana-
-nounce-, -nunci-, -sert-
-nov-
-pen-, -pevit-
-plac-
-placa-
-press-
-rect-
-sanct-
-sent-, -path-
-stringe-, -strict-
-vince-, vict-

Skillpac IV

A. Number prefixes

uni-, mono-
du-, bi-
tri-
quadr-, tetr-
quin-, pent-
sex-, hex-
sept-, hept-
oct-
non-, nov-, ennea-
dec-, deci-
cent-, hect-
mill-, milli-, kilo-
equ-
multi-, poly-
semi-, demi-, hemi-
super-, ultra-, hyper-

B. Roots

-annu-, -enni-
-arch-
-gamy-
-gon-
-later-
-logue-, -logy-
-meter-
-ped-, -pede-, -pod-
-pli-, -plic-

TEACHER'S GUIDE TO VOCABULARY AND SPELLING SKILLPACS

Skillpac V

A. Prefixes

ambi-, amphi-
magna-, magni-
mal-
man-, chiro-
retro-

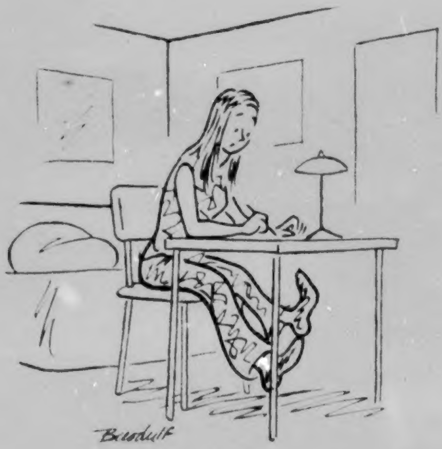
B. Roots

-anim-, -animate-
-carn-
-chron-
-cogn-, -scien-
-corp-, -corpor-
-ferv-, -ard-
-helio-
-parl-
-pet-
-plen-, -plent-
-rog-
-therm-, -thermo-
-vi-, -via-

Skillpac VI

Roots

-alter-, -hetero-
-ambul-
-dexter-
-domin-, -domit-
-flu-, -flux-
-fort-
-frater(n)-, -fratri-
-grati-
-gratu-
-mari-, -marine-
-mater(n)-, -matr-, -metro-
-mute-
-nasc-, -gen-
-naut-
-patri(i)-
-polit-, -civi-
-urb-, -poli-
-scend-
-sist, -stit-
-termin-, -fini-
-terr-, -terra-, -geo-
-vir-, -anthropo-



"Deer Mom, Wud you belive I lost my job at the offise today? I gess sumwun thair doesnt like me."

Phi Delta Kappan
May, 1973

Name________________________

Section_____________________

Teacher_____________________

SPELLING PRETEST I

Indicate the letter of the word that is spelled correctly.

_______ 1. (a) brief (b) breif

_______ 2. (a) neice (b) niece

_______ 3. (a) hankerchief (b) handkercheif (c) handkerchief

_______ 4. (a) believe (b) beleive

_______ 5. (a) sleigh (b) sliegh (c) sleig

_______ 6. (a) mispell (b) misspell (c) misspel

_______ 7. (a) unnatural (b) unatural (c) unnaturel

_______ 8. (a) imovable (b) immovible (c) immovable

_______ 9. (a) unecessary (b) unnecessary (c) unnecessery

_______ 10. (a) overran (b) overan (c) overann

Name____________________
Section____________________
Teacher____________________

VOCABULARY PRETEST I

What is the meaning of the underlined prefixes and roots in the following sentences?

1. A subcellar is a cellar ____________________ a cellar.
2. An obtrusive person is one who thrusts himself ____________________, the wishes of others.
3. A counterplot is a scheme ____________________ a plot.
4. ____________________-the-beginning inhabitants are called aborigines.
5. Illimitable stretches of desert are expanses which are ____________________ limited.
6. A conjecture is a ____________________ at the truth.
7. Dis solu tion means the ____________________ of the body ____________________ from its physical life.
8. A tract able person is easy to ____________________ along with you.
9. To dis tort the truth is to ____________________ it ____________________ the facts.
10. To dis miss a person is to ____________________ him ____________________.
11. To de pose a King is to ____________________.
12. Emotion is a ____________________ of feeling.

Name ______________________________
Section ____________________________
Teacher ____________________________

SPELLING PRETEST II

Check (√) those words in the following list which are spelled correctly.

______ 1. planned
______ 2. writting
______ 3. occured
______ 4. moveing
______ 5. accidentaly
______ 6. forgeting
______ 7. unecessary
______ 8. truely
______ 9. mispell
______10. ilustrious
______11. habitually
______12. happiness
______13. thankfullness
______14. preferred
______15. receipt
______16. completely
______17. cordialy
______18. appearring
______19. lustyness
______20. useable

Name_____________________________
Section__________________________
Teacher__________________________

VOCABULARY PRETEST II

Based on your knowledge of roots and prefixes, match the definitions in column II with the underlined words in column I. Some may be used more than once; others not at all.

_____ 1. circumvent an enemy
_____ 2. divert attention
_____ 3. retain one's hope
_____ 4. interject a word
_____ 5. accede to a request
_____ 6. invoke a law
_____ 7. produce new products
_____ 8. collaborate on a book
_____ 9. regress to old habits
_____10. thoughts permeate
_____11. miscalculates a problem
_____12. adverse publicity
_____13. transcends the limits
_____14. writes a synthesis
_____15. preserves the land
_____16. a detention home
_____17. a spectator sport
_____18. inhale deeply
_____19. state of vertigo
_____20. Tuesday's convocation

A. hold back or onto
B. pull against
C. work together
D. turn away
E. spread through
F. come or get around
G. lean back
H. go back
I. calling together
J. hurl in between
K. lead forward
L. go toward, grant
M. take wrong action
N. go beyond
O. bring together
P. breathe in
Q. turning around
R. look at
S. saves

Name______________________

Section____________________

Teacher____________________

SPELLING PRETEST III

Form the plural of the following nouns:

1. chair____________________
2. box______________________
3. birch____________________
4. salary___________________
5. enemy____________________
6. monkey___________________
7. roof_____________________
8. loaf_____________________
9. calf_____________________
10. hero____________________
11. potato__________________
12. mosquito________________
13. soprano_________________
14. ox______________________
15. mother-in-law___________
16. passer-by_______________
17. court martial___________
18. appendix________________
19. man-of-war______________
20. 5 ______________________
21. trout___________________
22. Chinese_________________
23. b ______________________
24. handful_________________
25. piano___________________
26. child___________________
27. chief___________________
28. dwarf___________________
29. radio___________________
30. crisis__________________

Name____________________
Section____________________
Teacher____________________

VOCABULARY PRETEST III

In the blank at the left of each number, write the meaning of the underlined word. Use your knowledge of roots and prefixes to help you.

____________ 1. an aquatic sport
____________ 2. inaudible presentation
____________ 3. a battle sector
____________ 4. incisors
____________ 5. a discursive speech
____________ 6. the concourse of two rivers
____________ 7. a loquacious person
____________ 8. an interlocutor
____________ 9. a diffident person
____________ 10. to confide in a friend
____________ 11. saw a conflagration
____________ 12. a funeral pyre
____________ 13. inflexible rules
____________ 14. infraction of the rules
____________ 15. inherent traits
____________ 16. adhesive tape
____________ 17. a lucid discussion
____________ 18. photosynthesis
____________ 19. countermand an order
____________ 20. immerse a dish
____________ 21. euthanasia
____________ 22. a mortal wound
____________ 23. assert the truth
____________ 24. denounce dishonesty
____________ 25. a novel idea
____________ 26. a golf novice
____________ 27. a penal colony
____________ 28. placate an enemy
____________ 29. a placid lake
____________ 30. repress a laugh
____________ 31. rectify a mistake
____________ 32. a sanctuary
____________ 33. pathos in writing
____________ 34. antipathy for someone
____________ 35. sympathy for another
____________ 36. stringent rules
____________ 37. restrict privileges
____________ 38. eviction of tenants
____________ 39. invincible ruler
____________ 40. unusual sentimentality

Name______________________
Section______________________
Teacher______________________

SPELLING PRETEST IV

Indicate whether A or B illustrates the proper use of the hyphen.

		A	B
______	1.	a three-fourths majority	a three fourths majority
______	2.	two-thirds of the students	two thirds of the students
______	3.	rosy-colored glasses	rosy colored glasses
______	4.	a second story room	a second-story room
______	5.	beautifully-made table	beautifully made table
______	6.	anti-Russian	anti Russian
______	7.	after-school meeting	after school meeting
______	8.	semiinvalid	semi-invalid
______	9.	un American	un-American
______	10.	all star	all-star

Check (✓) those sentences which use the underlined words correctly.

_____ 1. I had all ready seen the show.

_____ 2. He did alright on the test.

_____ 3. The minister prayed at the altar.

_____ 4. We were altogether for the holiday.

_____ 5. The brakes on the car were stuck.

_____ 6. St. Paul is the capitol of Minnesota.

_____ 7. He bought some cloths to clean his car with.

_____ 8. Be sure to use capital letters.

_____ 9. She wears expensive cloths.

_____ 10. They have borne the test of time.

Name____________________________
Section_________________________
Teacher_________________________

VOCABULARY PRETEST IV

Indicate the meaning of each underlined prefix or root in the blank to the left of each number.

______________ 1. A septet is a group of _____ performers.

______________ 2. An octo-syllable is a word of _____ syllables.

______________ 3. An archbishop is the _____ bishop.

______________ 4. A tetralogy is a set of _____ related plays.

______________ 5. To quintuple a figure, multiply it by _____.

______________ 6. Duplex means _____ fold.

______________ 7. A monotonous voice is one which stays on _____ tone most of the time.

______________ 8. A hexarchy is a group of _____ allied rulers.

______________ 9. Monogamy is _____ to _____ person.

______________10. A septenary celebration occurs once in _____ years.

______________11. Heptameter has _____ _____ in a line

______________12. A tetrarch ruled one _____th of a province.

______________13. A polygon has _____ _____.

______________14. Pedate is a term in zoology which means _____-like.

______________15. Icthyology is the _____ of fish.

______________16. A multilateral contract would have ______ ______.

______________17. A decasyllable is a line of _____ syllables.

______________18. The centigrade thermometer has _____ degrees or steps.

______________19. A hecatomb was the public sacrifice of _____ oxen.

______________20. At the time of the equinox, the days and nights are of _____ length.

______________21. Prometheus was a demi-god.

______________22. An architect is literally a _____ builder.

Name____________________
Section____________________
Teacher____________________

SPELLING PRETEST V

Indicate whether the hyphen is placed properly in A or B for division of a word at the end of a line.

		A	B
_____	1.	bann-er	ban-ner
_____	2.	hoped (no hyphen)	hop-ed
_____	3.	hopp-ed	hop-ped
_____	4.	recon-cile	reco-ncile
_____	5.	camer-a	cam-era
_____	6.	the Rev. (one line) Smith (next line)	the Rev. Smith
_____	7.	pref-er	pre-fer
_____	8.	unusu-ally	unusual-ly
_____	9.	John C. Jones	John C. Jones
_____	10.	e-ventful	event-ful

Write the correct word in the blank to the left.

____________ 1. He wore a suit of (coarse, course) cloth.

____________ 2. His language was very (course, coarse).

____________ 3. The golf (coarse, course) is on the east side of town.

____________ 4. His part of the job (compliments, complements) mine.

____________ 5. She (complimented, complemented) me on my cooking.

____________ 6. The American (council, counsel, consul) in Berlin helped us during our visit.

____________ 7. The (consul, counsel, council) met to consider the matter.

____________ 8. I went to see my (counselor, councilor).

____________ 9. We flew across the (dessert, desert).

Name________________________
Section________________________
Teacher________________________

VOCABULARY PRETEST V

Fill in the blank with the proper word.

______________ 1. Helium got its name from the fact that it was first observed in the atmosphere of the _____.

______________ 2. An isotherm is a line connecting points on the earth having the same mean _____.

______________ 3. A prerogative is a prior _____ that amounts to a privilege.

______________ 4. A plenipotentiary has _____ power to act for his country.

______________ 5. Prescience is _____ beforehand.

______________ 6. Heliotherapy is treatment of disease by means of _____.

______________ 7. A parley between captains is a _____.

______________ 8. Clocks which have been synchronized keep _____ together.

______________ 9. To cogitate is to _____.

______________ 10. To reanimate a club is to _____.

______________ 11. Amphibious life exists _____ in water and on land.

______________ 12. A magnate is a _____ figure in business.

______________ 13. Malice is _____ will.

______________ 14. A malingerer is one who pretends _____.

______________ 15. Chirography is _____.

______________ 16. The retro renal area is _____ the kidneys.

______________ 17. A manuscript was originally a book or paper written by _____.

______________ 18. Incorporeal spirits are not in _____ form.

______________ 19. Legal parlance is a legal way of _____.

______________ 20. Carnivorous animals are _____-eating animals

Name________________________
Section________________________
Teacher________________________

SPELLING PRETEST VI

Write the proper word in the blank to the left.

____________ 1. The animals broke (loose, lose).

____________ 2. When did you (lose, loose) your books?

____________ 3. A (miner, minor) cannot vote.

____________ 4. A (miner, minor)'s job is sometimes dangerous

____________ 5. His good conduct showed him to be a (morale, moral) person.

____________ 6. He raised only (miner, minor) objections.

____________ 7. The (moral, morale) of the army is low.

____________ 8. The class understood the (morale, moral) of the story.

____________ 9. He (passed, past) me at the finish line.

____________ 10. Some persons prefer to live in the (past, passed).

____________ 11. I went (past, passed) the house without realizing it.

____________ 12. Everyone prefers (piece, peace) to war.

____________ 13. They each ate a (peace, piece) of cake.

____________ 14. He gave his (personnel, personal) opinion.

____________ 15. John is (quiet, quite) tall.

____________ 16. The judge accused the criminal of having no (principles,principals).

____________ 17. He went to the (principle's, principal's) office.

____________ 18. (Plain, Plane) geometry is a study of imaginary flat surfaces.

____________ 19. The (personal, personnel) of the company ranged a great deal in age.

____________ 20. She lives in a very (plane, plain) home.

Name_____________________
Section_____________________
Teacher_____________________

VOCABULARY PRETEST VI

Which word from column II best completes the meaning of the sentence.

_______ 1. To have dominion over 20 tribes is to _____ them.
_______ 2. To perambulate in the part is to _____ it.
_______ 3. A patrimony is an inheritance from one's _____.
_______ 4. To ingratiate oneself with John's mother is to make oneself _____ to her.
_______ 5. Geography is the science which describes the _____.
_______ 6. Railroad lines which are coterminous have their _____ together.
_______ 7. If you have no alternative, you have no _____ choice.
_______ 8. A dexterous seamstress has a great deal of _____.
_______ 9. The confluence of two rivers is their _____ together.
_______ 10. If you comfort a child, you offer _____ and sympathy.

a. pleasing
b. departing
c. earth
d. skill
e. walk through
f. strength
g. ends
h. govern
i. brother
j. flowing
k. other
l. father

_______ 1. Which word refers to motherhood?
_______ 2. Which word describes something one is born with.
_______ 3. Which word describes an ape that is manlike?
_______ 4. Which word pertains to the sea?
_______ 5. Which word is a synonym for a tip?
_______ 6. Which word describes the killing of a brother?
_______ 7. Which word describes a mother city?
_______ 8. Which word describes something that is just coming into being?
_______ 9. Which word describes manliness?
_______ 10. Which word describes a person who is acquainted with the manners of city society?

a. anthropoid
b. gratuity
c. urbane
d. congenital
e. terrain
f. metropolis
g. maternity
h. virile
i. infinite
j. fratricide
k. nascent
l. maritime

Name____________________
Section____________________
Teacher____________________

SPELLING POST-TEST I

To the teacher:

Dictate the following words to the student.

Satisfactory completion is 90 percent.

1. foreign
2. conceive
3. grief
4. handkerchief
5. receipt
6. thief
7. veil
8. ceiling
9. retrieve
10. achieve
11. overrate
12. disagreement
13. immaterial
14. irrelevant
15. misspell
16. unnatural
17. immovable
18. unavoidable
19. uninteresting
20. unpleasant

Name____________________
Section____________________
Teacher____________________

VOCABULARY POST-TEST I

For each of the following phrases, write one substitute word which is built from the underlined meaning of a root or prefix studied in this unit.

1. A spy who spies against spies: ____________________
2. Disaster which hangs over or against one: ____________________
3. That which moves one to act: ____________________
4. To loosen away a solid substance by a liquid: ____________________
5. The act of shutting one out from something: ____________________
6. A form of written make-believe: ____________________
7. A bridge hung under its supports: ____________________
8. Noises or actions pulling one away from what he is doing: __________
9. Twisting or squeezing money from a person: ____________________
10. Something which is not legal: ____________________
11. A movement opposed to war: ____________________
12. The theory that explains how living things developed by rolling forward: __________
13. To place money from your supply into a bank: ____________________
14. To send students away from class: ____________________
15. A building where things are made: ____________________
16. A down cast person: ____________________
17. A group sent somewhere for a reason: ____________________
18. An object that is not possible to move: ____________________
19. A moving forth of feeling: ____________________
20. Someone who places himself against you: ____________________

Name________________
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SPELLING POST-TEST II

Dictate the following words to the student:

1. agreement
2. naturally
3. stubbornness
4. thankful
5. improbable
6. mistreated
7. accidentally
8. ninety
9. propelling
10. running
11. famous
12. preferable
13. moving
14. overreach
15. dissatisfied
16. forcible
17. truly
18. unnecessary
19. illegitimate
20. writing

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VOCABULARY POST-TEST II

Supply a word from the following roots and prefixes to fit each definition in parenthesis.

Prefixes
mis-
ad-
circum-
peri-
in- im-
per-
pro-
re-
trans-
post-
pre-
ante-
con-
syn-
inter-

Roots
-cede-
-ceed-
-cess-
-gress-
-duce-
-ducat-
-duct-
-fer-
-late-
-port-
-portal-
-fuse-
-pel-
-pulse-
-vert-
-verse-
-voke-
-vocat-
-scribe-
-script-
-serve-
-son-
-spec-
-spect-
-spic-
-vide-
-vis-
-spire-
-hale-
-tain-
-ten-
-vene-
-vent-

1. A sieve won't ______________ water. (hold together)
2. "______________ to high ideals," he urged. (breathe or work toward)
3. We must ______________ new life into the school. (pour in)
4. The girl should ______________ the boy through a door. (go before)
5. He told about the canoe ______________. (act of carrying)
6. He ______________ the earth. (sailed around)
7. America ______________ cars from Japan. (brings in)
8. His name was ______________ on the cornerstone. (written on)
9. A ______________ person seldom speaks out. (easy to keep under)
10. The group spoke in ______________. (one sound)
11. The minister gave the ______________. (calling upon)
12. Bob could ______________ the entire secne. (see in his mind's eye)
13. Can you ______________ English into French? (carry across)
14. Her cheerfulness will help to ______________ the gloom. (drive away)

VOCABULARY POST-TEST II

15. He is too much inclined to ____________________ and brooding. (looking within)

16. The shore line began to ____________________ as the ship moved away from the land. (go back)

17. Spinach is a vegetable for which some children have a great ____________. (turning away from)

18. An ______________ orchestra will be organized. (between schools)

19. It was necessary to __________________ Junior's activities. (limit by writing around)

20. A ________________________ will be held in June. (a calling together)

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SPELLING POST-TEST III

Forming the Plural of Nouns

Form the plurals of the following words correctly.

1. alumnus ________________________
2. master sergeant ________________________
3. father-in-law ________________________
4. donkey ________________________
5. soprano ________________________
6. curriculum ________________________
7. pocketful ________________________
8. F ________________________
9. handkerchief ________________________
10. crutch ________________________
11. mosquito ________________________
12. appendix ________________________
13. datum ________________________
14. passer-by ________________________
15. hero ________________________
16. potato chip ________________________
17. hostility ________________________
18. key ________________________
19. shelf ________________________
20. mess ________________________

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VOCABULARY POST-TEST III

Matching. In the blank at the left write the letter of the matching group of words from the second column.

__________1. A flagrant insult
__________2. A pathetic mistake
__________3. Translucent plastic
__________4. Subaqueous foliage
__________5. Sincere sentiment
__________6. Mandatory participation
__________7. A penitent brother
__________8. Inflexible discipline
__________9. A diffident cousin
_________10. A cohesive family

a. Self-distrustful; hesitant
b. ordered, required
c. unintentional
d. unbending
e. inclined to cling together
f. very sympathetic
g. glaring or blazing
h. under the water
i. letting light through
j. sorry for wrongdoing
k. arousing feelings of pity
l. feeling emotion

__________1. Fidelity in marriage
__________2. A post-mortem examination
__________3. A brief colloquy
__________4. Rectification of old errors
__________5. Legality of euthanasia
__________6. Diffraction of light
__________7. A delayed audition
__________8. Missing incisor
__________9. Compression of ideas
_________10. A long novitiate

a. after death
b. squeezing together
c. mercy killing
d. a hearing
e. breaking apart into components
f. period of newness, apprenticeship
g. tooth for cutting
h. confirmation
i. faithfulness
j. a talking together
k. act of making right
l. statement or declaration of intention

Name______________________________
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SPELLING POST-TEST IV

Is A or B correct?

	A	B
_____1.	ninety four hours	ninety-four hours
_____2.	semi-involved	semiinvolved
_____3.	pro-German	pro German
_____4.	an after-dark raid	an after dark raid
_____5.	a nose to nose confrontation	a nose-to-nose confrontation
_____6.	a well-executed drive	a well executed drive
_____7.	a shot of fifty one yards	a shot of fifty-one yards
_____8.	a house on the fourth block	a house on the fourth-block
_____9.	three-fourths of the crowd	three fourths of the crowd
____10.	self-appointed judge	self appointed judge

Write the correct word in the blank to the left.

________________1. The damage has (all ready, already) been done.

________________2. John was (all together, altogether) too surprised.

________________3. Events have (born, borne) out my beliefs.

________________4. If you (break, brake) a dish, you will have to pay for it.

________________5. Bismarck is the(capitol, capital) of North Dakota.

________________6. Everyone was wearing his best (cloths, clothes).

________________7. How many states had (capital, capitol) punishment:

________________8. He is feeling (allright, alright).

________________9. We will (altar, alter) the building to suit the new tennants.

_______________10. I applied the (brakes, breaks) as soon as possible.

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VOCABULARY POST-TEST IV

Replace the following words or phrases with one built from the roots and prefixes in this unit.

1. a person 100 years old ____________________
2. equal-sided ____________________
3. a nine-sided figure ____________________
4. half-god ____________________
5. five-measure verse ____________________
6. the Ten Commandments ____________________
7. a machine to make 100 copies ____________________
8. a thousand-year period ____________________
9. marriage to many women ____________________
10. easily bent ____________________
11. half-circle ____________________
12. a many-sided figure ____________________
13. a word of eight syllables ____________________
14. something with one side ____________________
15. a celebration held every 10 years ____________________
16. multiply by six ____________________
17. had five babies at one time ____________________
18. measure around something ____________________
19. an animal with two feet ____________________
20. marriage to two people at the same time ____________________
21. something which occurs every six months ____________________
22. an excessively critical person ____________________
23. one thousandth of a gram ____________________
24. a thousand grams ____________________
25. a four-sided figure ____________________

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SPELLING POST-TEST V

Write the correct word on the blank to the left.

__________________1. Mr. Jones (complemented, complimented) me on my good grades.

__________________2. Have you discussed this problem with your (councilor, counselor)?

__________________3. We were blown several miles from our (course, coarse).

__________________4. The amount of vegetation in the (dessert, desert) surprised us.

__________________5. Mrs. Johnson (formally, formerly) taught here.

__________________6. Every nation must conserve (its, it's) resources.

__________________7. My companion (lead, led) me down a dark passage.

__________________8. His (coarse, course) manners were not funny.

__________________9. I have read all of Steinbeck and Hemingway, and I prefer the (later, latter).

__________________10. (Its, It's) time to think about getting a job.

__________________11. Members of the (counsel, council, consul) are elected annually.

__________________12. (Coarse, course) wood absorbs more paint than fine-grained wood.

__________________13. His work and mine are (complimentary, complementary).

__________________14. The company embarked on the strongest advertising campaign in (its, it's) history.

__________________15. Why didn't you follow your (counselor's, councilor's) instructions?

__________________16. Mrs. Smith gave us (complimentary, complementary) tickets.

__________________17. The American (consul, council, counsel) helped us a great deal.

__________________18. It feels as if it is made of (lead, led).

__________________19. The mother (desserted, deserted) her children.

__________________20. He behaved very (formerly, formally) at the party.

SPELLING POST-TEST V

Which of the following indicates the proper division of words at the end of the line?

	A	B
_____1.	matt-er	mat-ter
_____2.	maint-ain	main-tain
_____3.	Dr. Charles Osgood	Dr. Charles Osgood
_____4.	out-burst	outbur-st
_____5.	sport	spo-rt
_____6.	radi-o	ra-dio
_____7.	contract-ion	contrac-tion
_____8.	pro-ducts	prod-ucts
_____9.	he-lpful	help-ful
____10.	bott-le	bot-tle

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VOCABULARY POST-TEST V

Matching: Indicate the letter of the meaning in column II of the underlined words or phrases in column I.

__________1. Incorporate a business
__________2. Obviate a difficulty
__________3. Abrogate an agreement
__________4. Replenish the supply
__________5. Cogitate carefully
__________6. Reanimate a group
__________7. Retrogression of a business
__________8. Study of chirography
__________9. Convict of malpractice
__________10. Act magnanimously

a. declare it out of existence
b. ponder or meditate
c. ridicule the follies of
d. move backward
e. give it a legal body
f. handwriting
g. do wrongly
h. find a way around
i. large of spirit
j. bring it to life again
k. sparkle and fizz
l. make it full again

__________1. An amphibian animal
__________2. Carnivorous animals
__________3. A chronic disease
__________4. Recognize a word
__________5. A corpulent body
__________6. An ardent fan
__________7. Takes part in a parley
__________8. A petulant person
__________9. A plenary session
__________10. A derogatory remark

a. to know again
b. discussion
c. makes slight attacks
d. has too much flesh
e. releases heat
f. lives on both land and water
g. asks questions
h. lasts a long time
i. says something against
j. glowing with hope
k. full or complete
l. flesh-eating

Name ______________________________
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SPELLING POST-TEST VI

Write the correct word in the blank to the left.

____________1. I went (passed, past) your house without realizing it.

____________2. He stumbled in the (lose, loose) sand.

____________3. We crossed the (planes, plains) in two days.

____________4. He understands the (principals, principles) of mathematics.

____________5. The (principal, principle) cause of accidents is carelessness.

____________6. I had (quite, quiet) forgotten his advice.

____________7. A study hall should be (quiet, quite).

____________8. Try not to (lose, loose) you temper.

____________9. Success is the best (moral, morale) builder.

____________10. We had been told not to ask for a second (peace, piece) of pie.

____________11. Jack (passed, past) the ball to Jim.

____________12. The mission was accomplished without loss of (personal, personnel).

____________13. What are the (principal, principle) products of Puerto Rico?

____________14. Her (plain, plane) clothes did not detract from her beauty.

____________15. The (principals, principles) of democracy have always been attacked.

____________16. The car had a (loose, lose) seat belt.

____________17. Because (passed, past) events seem more interesting some people prefer them.

____________18. The carpenter used a (plain, plane).

____________19. His objections were only (minor, miner).

____________20. One is a (minor, miner) until he reaches legal age.

Name__________________________
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VOCABULARY POST-TEST VI

Which of the lettered items is most nearly opposite in meaning to the word in the first column?

__________1. dexterous: a. unwise b. clumsy c. crafty d. serious e. sour

__________2. effluence: a. poverty b. humility c. distress d. self-denial e. self-containment

__________3. dominate: a. submit b. apologize c. resent d. become small e. subvert

__________4. terrestrial: a. unmagnetic b. celestial c. urbane d. unexciting e. unstable

__________5. infinite: a. earthly b. cautious c. extensive d. limited e. difficult

__________6. consistent: a. erratic b. disrespectful c. without standing d. enduring e. egotistical

__________7. magnate: a. without magnetism b. left-handed c. nonentity d. failure e. rogue

__________8. mutable: a. variable b. talkative c. proud d. irregular e. smooth

__________9. nascent: a. congenital b. uncongenial c. dexterous d. ungrateful e. dying out

__________10. urbane: a. beneficial b. robust c. unpolished d. trustworthy e. disagreeable

Which word from the list in Column II may be substituted for the phrases in Column I?

Column I

__________1. flowing beyond what is necessary
__________2. sleep walker
__________3. brotherhood
__________4. the color of sea water
__________5. the kind he was born with
__________6. without end
__________7. handwritten selection
__________8. stand together
__________9. area near a city
__________10. can not change

Column II

a. suburb
b. fraternity
c. manuscript
d. maternal
e. superfluous
f. congenital
g. nautical
h. somnambulist
i. immutable
j. consistent
k. interminable
l. aquamarine

SKILLPAC I:

SPELLING AND VOCABULARY

SKILLPAC I: SPELLING AND VOCABULARY

STUDENT DIRECTIONS

1. After you have mastered Spelling I, ask your teacher to give you the spelling post-test. Satisfactory completion is 90 percent accuracy.

2. In Vocabulary I, first complete the worksheet at the end of the unit. After your teacher has checked the worksheet and you have mastered the definitions of the prefixes and roots, ask your teacher for the vocabulary post-test. Satisfactory completion is 90 percent accuracy.

Rule 1: Write ie when the sound is $\overline{ee}$, except after c. Write ei when the sound is not $\overline{ee}$, especially when the sound is $\bar{a}$.

Examples: believe, thief, ceiling, freight, neighbor, weigh, height

Exceptions: seize, either, weird, leisure, friend, mischief

Learn to spell the following words correctly.

1. foreign
2. conceive
3. grief
4. handkerchief
5. receipt
6. thief
7. veil
8. ceiling
9. retrieve
10. achieve

Rule 2: When the prefixes il-, in-, im-, un-, dis-, mis-, re-, and over- are added to a word, the spelling of the word itself remains the same.

Examples: il + legal = illegal
un + necessary - unnecessary

Learn the proper spelling of the following words:

1. overrate
2. disagreement
3. immaterial
4. irrelevant
5. misspell
6. unnatural
7. immovable
8. unavoidable
9. uninteresting
10. unpleasant

SKILLPAC I : SPELLING AND VOCABULARY

VOCABULARY I

1. Prefixes

Prefixes which mean against, opposing, opposed to

a. anti-
    antipathy
    antidote
    antonym
    antiseptic

b. counter-, contra-,
    counterclaim
    counterplot
    contradict
    contraband

c. ob-, op-
    objection
    obstruct
    oppresses

Prefixes which mean not

d. in-
    ineligible
    incapable
    inconsistent

e. non -
    nonviolent
    nonsense

f. un-
    unsophisticated
    unnatural
    unattached
    unbearable

Prefixes which mean down, out, and from

g. ab-: from, away; down from
    absent
    abrupt
    abdicate
    abhor

h. de-: from, down from, down
    depopulate
    depress
    despise
    deter

i. dis-: away, away from
    dismiss
    disarm
    disaster

j. ex-: out, from, forth
    excerpt
    excommunicate
    ex-president

k. se-: away, apart
    secede
    select
    seclude

l. sub-: under, beneath
    subcontract
    subhuman
    submarine

SKILLPAC I: SPELLING AND VOCABULARY

2. Roots

a. -clude-,-clus-: shut, close
exclude
occlusion
preclude

b. -fact-, -fect-, -fict-: made; do
factory
manufacture
fictitious

c. -ject-,-jaculat-: cast, hurl
projectile
object
eject

d. -lude-, -lus-: play (in sense of lead or run)
delude
elude
elusive

e. -mit-, - miss-: send, sent
emit
dismiss
mission
emissary

f. -move-,-mote-,-mob-: move
remove
demote
emotion
mobile

g. -pend-,-pense-: hang, weigh
expend
appendix
impend
suspension

h. -pon-, -pose-, -posit-: place, put
opponent
exponent
depose
deposit

i. -solve-, -solu-: disunite, loosen, free
dissolve
solvent
absolution

j. -tort-,-torqu-: twist
distort
torque
extortion

k. -tract-: draw, drag, pull
distract
abstract
extract

l. -volve-, -volu-: roll, turn
evolve
voluble
devolve

SKILLPAC I: SPELLING AND VOCABULARY

Vocabulary Worksheet

Complete the following worksheet and ask your teacher to check it. When you have completed this worksheet with 100 percent accuracy, take Vocabulary Post-test I.

A. Find two words, other than the examples given, which use the following prefixes. Indicate the definition of the word.

	Words	Definitions
1. anti-		
2. counter-		
contra-		
3. ob-		
op-		
4. in-		
5. non-		
6. un-		
7. ab-		
8. de-		
9. dis-		
10. ex-		
11. se-		
12. sub-		

SKILLPAC I: SPELLING AND VOCABULARY

B. Using the following roots and stems, follow the same procedure as above.

		Words	Definitions
1.	-cluse-		
	-clude-		
2.	-fact-		
	-fect-		
	-fict		
3.	-ject-		
	-jaculat-		
4.	-lude-		
	-lus-		
5.	-mit-		
	-miss-		
6.	-move-		
	-mote-		
	-mob-		
7.	-pend-		
	-pense-		
8.	-pon-		
	-pose-		
	-posit-		
9.	-solve-		
	-solu-		
10.	-tort-		
	-torqu-		
11.	-tract-		
12.	-volve-		
	-volu-		

SKILLPAC I: SPELLING AND VOCABULARY

C. Write five sentences in which you include words which are derived from the roots and prefixes in this unit.

Underline the roots and prefixes you use. Your sentence must demonstrate that you know how to use the words correctly.

SKILLPAC II:
SPELLING AND VOCABULARY

SKILLPAC II: SPELLING AND VOCABULARY

SPELLING II

Rule 1: (Skillpac I) Write ie when the sound is $\overline{ee}$, except after c. Write ei when the sound is not $\overline{ee}$, especially when the sound is ā.

Rule 2: (Skillpac I) When the prefixes il-, in-, im-, un-, dis-, mis, re-, and over- are added to a word, the spelling of the word itself remains the same.

Rule 3: When the suffixes -ness and -ly are added to a word, the spelling of the word itself usually remains the same.

Examples: finally, greenness, keenness
Exception: words ending in y change the y to i before a suffix:
ready - readiness; happy - happiness

Rule 4: Drop the final e before a suffix beginning with a vowel.

Examples: care + ing = caring; use + able = usable
Exceptions: Keep the final e before a or o if necessary to retain the soft sound of c or g preceding the e
Examples: courageous, noticeable

Rule 5: Keep the final e before a suffix beginning with a consonant.

Examples: care + ful = careful; hope + less = hopeless
Exceptions: true + ly = truly; argue + ment = argument
acknowledge + ment = acknowledgment

Rule 6: Words of one syllable and words accented on the last syllable, when ending in a single consonant preceded by a single vowel, double the consonant before a suffix beginning with a vowel. When the last syllable is not accented, do not double the consonant.

Examples: plan + ing = planning (one-syllable word)
forget + ing = forgetting (accent on last syllable)
Profit = ed + profited (accent not on last syllable)

SKILLPAC II: SPELLING AND VOCABULARY

Spelling II Worksheet

Write the correct spelling of the indicated words. On the blank before the number, indicate the number of the rule which applies.

_____1. agree + ment: ______________________________

_____2. natural + ly: ______________________________

_____3. stubborn + ness: ______________________________

_____4. thank + ful: ______________________________

_____5. im + probable: ______________________________

_____6. mis + treated: ______________________________

_____7. accidental + ly: ______________________________

_____8. nine + ty: ______________________________

_____9. propel + ing: ______________________________

____10. running + ing: ______________________________

____11. fame + ous: ______________________________

____12. prefer + able: ______________________________

____13. move + ing: ______________________________

____14. over + reach: ______________________________

____15. dis + satisfied: ______________________________

____16. force + able: ______________________________

____17. true + ly: ______________________________

____18. un + necessary: ______________________________

____19. il + legitimate: ______________________________

____20. write + ing: ______________________________

After your teacher has checked your worksheet and you are sure that you can spell all 20 of the above words correctly, take Spelling Post-test II. Ninety percent accuracy is required.

SKILLPAC II: SPELLING AND VOCABULARY

Vocabulary II

A. Prefixes

1. mis-: wrongly, incorrectly
misbehaves
miscalculate
misconduct

2. ad-; (also at-) to, toward; against
adhere
attract
adverse

3. circum-, peri-: around, about
circumnavigate
pericardium
perimeter

4. in- (im-): to, toward; into
inject
imbibe
involved

5. per-: through
percolate
perceptive

6. pro-: for; forward; before; favoring
prologue
procrastinate
pro-Democrat

7. re-: back(ward), again
regress
retract
reiterate

8. trans-: across, beyond
transverse
transport

9. post-: after
posterity
postwar

10. pre-, ante-: before, ahead of time
premeditate
precede
antedate

11. inter-: between, among
interval
intermission

12. con-, syn- (col-, com-): together, with
synthesis
commotion
convene

B. Roots and Stems

1. -cede-, -ceed-, -cess-, -gress: go, move
excess
aggression
secede

2. -duce-, -ducat-, -duct-: lead
educate
conduct
reduce

3. -fer-, -late-: carry, bear; bring
different
relate
translate

4. -fuse-: pour
infuse
refuse
profuse

5. -pel-, -pulse-: drive, push
repel
impulse
propel

6. -scribe-, -script-: write, written
subscribe
describe
scripture

7. -serve-: keep; save
reserve
preserve
deserve

SKILLPAC II: SPELLING AND VOCABULARY

8. -son-: sound
assonance
resonant
unison

9. -spec-, -spect-, -spic-: look (at), see
spectator
suspicion
specter

10. -vide-, -vis-: see
visualize
vista
provide

11. -spire-, -hale-: breathe
expire
inhale
halitosis

12. -ven-, -vent-: come, a coming
convention
intervene
prevent

13. -vert-, -verse-: turn
reverse
advertise
vertigo

14. -voke-, -vocat-: call
vocation
vocal
invoke

15. -tain-, -ten-: hold
detention
tenet
maintain

16. -port-, portat-: carry, bring
deport
transport
portable

Vocabulary II Worksheet

Root/Prefix	Word	Definition
1. mis-		
2. ad-(at-)		
3. circum-, peri-		
4. in-, im-		
5. per-		
6. pro-		
7. re-		

SKILLPAC II: SPELLING AND VOCABULARY

Root/Prefix	Word	Definition
8. trans-		
9. post-		
10. pre-, ante-		
11. inter-		
12. con-, syn-, col-, com-		
13. -cede-, -ceed- -cess-, -gress-		
14. -duce-, -ducat-, -dust-		
15. -fer-, -late-		
16. -fuse-		
17. -pel-, - pulse -		
18. -scribe-, -script-		
19. -serve-		
20. -son-		
21. -spec-, -spect- -spic-		

SKILLPAC II: SPELLING AND VOCABULARY

Root/Prefix	Word	Definition
22. -vide-, -vis-		
23. -spire-, -hale-		
24. -vene-, -vent-		
25. -vert-, -verse-		
26. -voke-, -vocat-		
27. -tain-, -ten-		
28. -port-, -portat-		

Choose 10 words from your list above and use them in sentences which demonstrat that you can use them properly. You may use more than one word in a sentence if you wish.

After your teacher has indicated that you have satisfactorily completed this worksheet, take Post-test II. Ninety percent accuracy is required.

SKILLPAC III:

SPELLING AND VOCABULARY

SKILLPAC III: VOCABULARY AND SPELLING

Forming Plurals of Nouns

Rule 1: The regular way to form the plural of a noun is to add an s.

Examples: book, books

Rule 2: The plural of some nouns is formed by adding es because the e is necessary to make the plural form pronounceable, especially when the words end in s, sh, ch, and x.

Examples: dress, dresses
box, boxes

Rule 3: The plural of nouns ending in y following a consonant is formed by changing the y to i and adding es.

Examples: lady, ladies
fly, flies

Rule 4: The plural of nouns ending in y following a vowel is formed in the usual way.

Example: donkey, donkeys

Rule 5: The plural of most nouns ending in f or fe is formed by adding s. The plural of some nouns ending in f or fe is formed by changing the f to v and adding s or es.

Examples: Add s: roof, roofs
dwarf, dwarfs
Change f to v and add s or es:
knife, knives
calf, calves

Rule 6: The plural of nouns ending in o following a vowel is formed by adding s. The plural of most nouns ending in o following a consonant is formed by adding es.

Examples: rodeo, rodeos
hero, heroes
tomato, tomatoes

Rule 7: The plural of most nouns ending in o and referring to music is formed by adding s.

Examples: alto, altos
solo, solos

Rule 8: The plural of a few nouns is formed by irregular methods.

Examples: child, children
goose, geese

SKILLPAC III: VOCABULARY AND SPELLING

Rule 9: The plural of compound nouns is formed by making the modified word plural

Examples: son-in-law, sons-in-law
man-of-war, men-of-war
passer-by, passers-by

Rule 10: The plural of compound nouns ending in -ful is formed by adding s

Example: handful, handfuls

Rule 11: The plural of foreign words is sometimes formed as they are in the foreign language.

Examples: curriculum, curricula
alumnus, alumni
datum, data

Rule 12: The plural of other foreign words may be formed either as in the foreign language or by adding s or es.

Examples: index, indices or indexes
appendix, appendices or appendixes

Rule 13: The plural of numbers and letters is formed by adding an apostrophe and s.

Examples: 6's; D's

Rule 14: Some nouns are the same in the singular or plural.

Examples: sheep, deer, perch, Japanese

Spelling III Worksheet

In the blank at the left of each word, indicate the number of the rule that applies. To the right indicate the proper spelling of the plural. Use a dictionary to check those words you are unsure of.

____1. alumna____________________
____2. analysis____________________
____3. phenomenon____________________
____4. major general____________________
____5. French____________________
____6. spoonful____________________
____7. gas____________________
____8. niece____________________
____9. cameo____________________
____10. turkey____________________
____11. species____________________
____12. church____________________
____13. wharf____________________
____14. cello____________________
____15. 8____________________
____16. daddy____________________
____17. woman____________________
____18. sister-in-law____________________
____19. George____________________
____20. bacillus____________________

After you have had your teacher check the worksheet and you are sure you understand the rules, take Post-test III. Ninety percent accuracy is necessary to compelte unit.

SKILLPAC III: VOCABULARY AND SPELLING

VOCABULARY III

Roots

1. -aqua-, -aque-: water
aqueduct
aquatic
aquarium

2. -audi-, -audit-: hear, listen to
auditorium
audience
audition

3. -cide-, -cis-, -sect-: cut
incision
dissect
section

4. -cord-, -cardi-: hear
concord
cardiogram
record

5. -cur-, -curs-, -course-: run, running
cursory
concourse
concur

6. -dict-: command, say
-loqu-, -locu-: talk, speak
dictator
loquacious
elocution

7. -fid-,-fide-: faith, trust
infidel
diffident
confide

8. -flagr-, -pyr-: flame, fire
conflagration
pyre
pyromania

9. -flect-, -flex-: bend
reflect
reflex
deflect

10. -fract-, -rupt-: break, burst
fracture
rupture
disrupt

11. -here-, -hes-: stick, cling
cohere
inherent
adhesive

12. -luc-,-lumen-,-lumin-,-photo: light
translucent
luminous
photograph

13. -mand-: order, command
mandate
demand
mandatory

14. -merge-,-merse-: dip, plunge, sink
merge
immersion
submerge

15. -mort-, -thana-: death
mortality
thanatopsis
euthanasia

16. -nounce-,-nunci-,-sert-: declare
pronounce
assert
desert

17. -nov-: new
innovate
novel
novice

18. -pen-,penit-: punish(ment); sorrow for sin
penalty
penance
penitentiary

19. -plac-: please; -place-: appease
placate
placid
implacable

20. -press-: squeeze, press
depress
opress
repress

21. -rect-: right
rectify
erect

22. -sanct-: holy, sacred
sanction
sanctity
sacrosanct

SKILLPAC III: VOCABULARY AND SPELLING

23. -sent-, -path-: feel
sentimental
sympathy
apathy

24. -stringe-, -strict-: draw together
astringent
restrict
stricture

25. -vince-, -vict-: conquer, overcome
convince, evict, invincible

SKILLPAC III: VOCABULARY AND SPELLING

Vocabulary Worksheet III

A. For each of the roots listed below, find two words not used in the examples. Give a brief definition of each that indicates the way the root establishes the meaning.

Root	Word	Definition
1. -aqua-, -aque-		
2. -audi-, -audit-		
3. -cide- -cio- -sect-		
4. -cord-, -cardi-		
5. -cur- -curs- -course-		
6. -dict- -loqu- -locu-		
7. -fid-, -fide-		
8. -flagr-, -pyr-		
9. -flect-, -flex-		
10. -fract-, -rupt-		
11. -here-, -hes-		
12. -luc-, -lumen- -lumin-, -photo-		
13. -mand-		

SKILLPAC III: VOCABULARY AND SPELLING

Root	Word	Definition
14. -merge-, -merse-		
15. -mort-, -thana-		
16. -nounce- -nunci- -sert-		
17. -nov-		
18. -pen-, -penit-		
19. -plac-, -placa-		
20. -press-		
21. -rect-		
22. -sanct-		
23. -sent-, -path-		
24. -stringe- -strict-		
25. -vince-, -vict-		

SKILLPAC III: VOCABULARY AND SPELLING

B. Choose 10 of the words you have listed above. Show that you understand how to use them by writing sentences using them. You may use more than one word in a sentence.

C. Have your teacher check the worksheet. After you have mastered this material, take Vocabulary Post-test III. Ninety percent accuracy is required.

SKILLPAC IV:
SPELLING AND VOCABULARY

SKILLPAC IV: SPELLING AND VOCABULARY

SPELLING IV

Rules for Hyphenating

Rule 1: Hyphenate compound numbers from twenty-one to ninety-nine. Hyphenate fractions when used as adjectives before the words they modify.

Example: twenty-eight chickens
a two-thirds majority
two thirds of the voters

Rule 2: Hyphenate a compound adjective.

Example: Door-to-door selling
selling from door to door
well-planned celebration

Rule 3: When one of the modifying words is an adverb ending in -ly, omit the hyphen.

Example: quickly prepared meal
beautifully dressed woman

Rule 4: Use a hyphen with all prefixes before proper nouns and with the prefixes ex-, self-, all- and the termination -elect with any nouns.

Example: un-American
ex-president
self-praise
pro-German
all-school
anti-French
president-elect

Rule 5: Use a hyphen to prevent confusion or awkward spelling.

Example: re-form prevents confusion with reform
re-enlist prevents the awkwardness of reenlist

Spelling IV Worksheet

Place the hyphen correctly in the following words and phrases.

1. Eighty eight answers
2. Three fourths of the material
3. A meeting after school
4. A face to face meeting
5. Pan American games
6. Blue colored ribbons
7. Softly phrased comments
8. Semiinterested
9. Self initiated
10. President elect
11. Well organized lesson
12. Anti American

SKILLPAC IV: SPELLING AND VOCABULARY

Homonyms

Homonyms sound alike but have different meanings and usually different spelling
Study the explanations of the following words:

1. already -- previously
2. all ready -- all are ready
3. all right -- there is no such word as alright; it is a misspelling of all right
4. altar -- table or stand in a church or a place for outdoor offerings.
5. alter -- to change
6. altogether -- entirely
7. all together -- everyone in the same place
8. born -- given birth
9. borne -- carried
10. brake -- device to stop a machine
11. break -- to fracture, shatter
12. capital -- city: punishable by death; of major importance
13. capitol -- building
14. cloths -- pieces of cloth
15. clothes -- wearing apparel

Spelling IV Worksheet

Study the list of definitions: then write the correct word on the blank to the left.

__________ 1. I had (already, all ready) seen the movie twice.
__________ 2. Give the signal when you are (all ready, already).
__________ 3. If we are late, we will (alter, altar) our plans.
__________ 4. When were you (born, borne)?
__________ 5. Columbia is the (capital, capitol) of South Carolina.
__________ 6. The letters have (all ready, already) been mailed.
__________ 7. The new (altar, alter) is made of white marble.
__________ 8. There was (all together, altogether) no truth to the story.
__________ 9. A (capital, capitol) offense will cost you your life.
__________10. Everything is (all ready, already).
__________11. When you are (all together, altogether), I'll take your picture.
__________12. His performance was not outstanding, but it was (alright, all right).
__________13. We use old sheets for cleaning (cloths, clothes).
__________14. The dome on the (capitol, capital) is illuminated at night.
__________15. Cars are (born, borne) across the river on a ferry.

SKILLPAC IV: SPELLING AND VOCABULARY

____________17. A defective (break, brake) caused the accident.
____________18. Try not to (break, brake) any dishes.
____________19. The family were (all together, altogether) on my birthday.
____________20. One should learn to use (capital, capitol) letters properly.

VOCABULARY IV

Number Prefixes

1. uni-, mono-: one
2. du-, bi-: two
3. tri-: three
4. quadr-, tetr-: four
5. quin-, pent-: five
6. sex-, hex-: six
7. sept-, hept-: seven
8. oct-: eight
9. non-, nov-, ennea-: nine
10. dec-, deci-: ten
11. cent-, hect-: one hundred
12. mill-, milli-, kilo-: one thousand

Quantity Prefixes

13. equ-: equal
    equidistant
    equation
    equilibrium

14. multi-, poly-: many, several
    polytheism
    multiply
    polygon

15. semi-, demi-, hemi-: half
    semiannual
    demigod
    hemisphere

16. super-, ultra-, hyper-: beyond, excessive; exceeding
    superior
    ultra modern
    hypersensitive

Number-linked Roots

17. -annu-,-enni-: year
    annual
    perennial
    biennial

18. arch-: chief, principal, ruler
    archangel
    anarchy
    patriarch

19. -gamy-: marriage
    polygamy
    bigamy

20. -gon-: angle
    pentagon
    polygon

21. -later-: side
    lateral
    unilateral

22. -logue-, -logy-: speech, science
    prologue
    dialogue
    biology

23. -meter-: measure, measurer
    speedometer
    kilometer

24. -ped-,-pede-, -pod-: foot
    impede
    biped
    centipede

25. -pli-, -plic-: fold
    pliable
    triplicate
    multiplication

SKILLPAC IV: SPELLING AND VOCABULARY

Vocabulary IV Worksheet

A. Using the number roots and prefixes, indicate in a few words what each of the following are.

1. A quadrangle
2. An ennead
3. Hexameter
4. A centimeter
5. Polytheism
6. The Trinity
7. A duplex house
8. A unique drawing
9. A tercentennial
10. tetrahedron
11. A decathlon
12. An ultra-loyal citizen
13. A multi-cellular plant
14. A pentagon
15. A super abundance
16. A lateral gesture
17. Annular rings
18. A multiplicity of plans
19. A millipede
20. A demitasse of coffee (tasse = cup)

SKILLPAC IV: SPELLING AND VOCABULARY

B. List at least 10 words which incorporate the -logy root. Indicate the meanings.

C. Explain folio, quarto, octavo, and sixteenmo as words used about books.

When you have completed this worksheet satisfactorily, take Post-test IV. Ninety percent accuracy is required.

SKILLPAC V:

SPELLING AND VOCABULARY

SKILLPAC V: SPELLING AND VOCABULARY

SPELLING V

Dividing Words at the End of a Line -- Rules for Hyphenating

Rule 1: Divide a word at the end of a line between pronounceable parts only. One-syllable words should never be divided.

Example: wrong: pray-ed (one-syllable word)
right: prayed

wrong: demonstr-ate (parts not pronounceable)
right: demon-strate

Rule 2: A word having double consonants should be divided between the consonants.

Example: hap-piness
com-mand

Rule 3: Do not divide a word so that a single letter stands alone. If possible, do not divide a word so that only two letters are carried over to the next line.

Rule 4: Do not divide proper names or separate title, initials, or first name from a last name.

Example: Mr. Johnson
J. M. Johnson
John Melvin Johnson

All parts of name always on same line

Rule 5 Words having prefixes and suffixes should be divided between the prefix and the root of the word or between the root of the word and the suffix.

Example: pre-dict
usual-ly
atten-tion

SKILLPAC V: SPELLING AND VOCABULARY

Spelling V Worksheet

Indicate the proper division at the end of a line for the following words Indicate the number of the rule that applies.

	Division	Rule
1. baseball		
2. collar		
3. anticipate		
4. apostrophe		
5. personality		
6. John Paul Jones		
7. oldest		
8. gasoline		
9. instrument		
10. manufacture		
11. teach		
12. little		
13. careful		
14. misspell		
15. planning		

SKILLS II: SPELLING AND VOCABULARY

Homonyms

1. coarse -- rough, crude
2. course -- path of action; part of a meal; a series of studies
3. complement -- something that completes or makes perfect
4. compliment -- remark that says something good about a person; to say something good
5. consul -- representative of a foreign country
6. council, councilor -- a group called together to accomplish a job; a member of such a group is a councilor
7. counsel, counselor -- advice; the giving of advice; one who gives advice is a counselor
8. des'ert -- a dry region
9. desert' -- to leave
10. dessert -- the final course of a meal
11. formally -- conventionally, properly, according to strict rules
12. formerly -- in the past, previously
13. its -- (possessive pronoun)
14. it's -- it is (contraction)
15. later -- more late
16. latter -- the second of two
17. lead -- (present tense) to go first
18. led -- (past tense)
19. lead -- a heavy metal; graphite in a pencil

SKILLPAC V: SPELLING AND VOCABULARY

Write the correct word on the blank to the left.

____________1. Our (counsel, consul) in Rumania has returned to Washington.

____________2. I enjoyed the dinner but not the (desert, dessert).

____________3. Avoid (course, coarse) language.

____________4. Mr. Abrams was (formally, formerly) vice-president of the bank.

____________5. No (councilman, counselman) may serve more than three years on the committee.

____________6. I do not enjoy parties conducted as (formally, formerly) as this one.

____________7. The walls of the room were papered but (its, it's) ceiling had been painted.

____________8. Some people are distrustful of (compliments, complements).

____________9. We are not sure which (course, coarse) to follow.

____________10. (Desert, Dessert) soil is fertile if irrigated.

____________11. Are you sure (its, it's) not too late?

____________12. I spent five summers working as a camp (counselor, councilor).

____________13. A golf (course, coarse) requires continual care.

____________14. I spoke to the mayor and the superintendent; the (later, latter) was more helpful.

____________15. I can't recall his ever giving me a (complement, compliment) on my writing.

____________16. All troops who (deserted, desserted) were finally caught.

____________17. The guidance (councilor, counselor) advised me to take the test.

____________18. During his senior year, Albert (lead, led) the team to a championship.

____________19. Have you finished your (course, coarse) in health?

____________20. These supplies will (complement, compliment) those you already have.

SKILLPAC V: SPELLING AND VOCABULARY

A. Prefixes

1. ambi-, amphi-: both
   amphibian
   ambidextrous

2. magna-, magni-: large, great, big
   magnificent
   magnate
   magnify

3. mal-: ill, evil, wrongful
   malice
   malpractice
   malcontent

4. man-, chiro-: hand
   manual
   chirography
   manuscript

5. retro-: backward, behind
   retroactive
   retrospect
   retrocession

B. Roots

1. -anim-, animate-: life, spirit
   magnanimous
   animated
   inanimate

2. -carn-: flesh
   carnal
   carnation
   incarnation

3. -chron-: time
   chronometer
   chronic
   chronology

4. -cogn-, -scien-: know, knowledge
   recognize
   cognomen
   prescience

SKILLPAC V: SPELLING AND VOCABULARY

5. -corp-, -corpor-: body
corpulent
incorporate
corporal

6. -ferv-, -ard-: glowing burning
ardent
fervent
ardor

7. -helio-: sun
heliotrope
heliograph

8. -parl-: talk, speak
parlor
parliament
parley

9. -pet-: seek, attack
impetus
petulant
appetite

10. -plen-, -plent-: full (ness)
replentish
plenary
plentiful

11. -rog-: ask, say, declare
abrogate
prerogative
interrogate

12. -therm-, -thermo-: heat
thermal
thermometer
thermos

13. -vi-, -via-: road, highway
devious
obviate
trivial

SKILLPAC V: SPELLING AND VOCABULARY

Vocabulary V Worksheet

A. Find two words not included in the examples which are made from the following roots and prefixes. Include a short definition for each word.

Prefix/Root	Word	Meaning	Word	Meaning
1. ambi- amphi-				
2. magna- magni-				
3. mal-				
4. man- chiro-				
5. retro-				
6. -anim- -animate-				
7. -carn-				
8. -chron-				
9. -cogn- -scien-				
10. -corp- -corpor-				
11. -ferv- -ard-				
12. -helio-				
13. -parl-				
14. -pet-				
15. -plen- -plent-				
16. -rog-				
17. -therm- -thermo-				
18. -vi- -via-				

SKILLPAC V: SPELLING AND VOCABULARY

B. Choose at least 10 words from you list. Write at least five sentences which demonstrate that you can use these words meaningfully.

C. After your teacher has checked this worksheet, take Vocabulary Post-test V. Ninety percent accuracy is required.

SKILLPAC VI:

SPELLING AND VOCABULARY

SKILLPAC VI: SPELLING AND VOCABULARY

SPELLING VI

Learn the spelling and proper use of the following words.

1. loose -- free, not close together
2. lose -- to suffer loss
3. miner -- worker in a mine
4. minor -- under legal age; less important
5. moral -- good; a lesson of conduct
6. morale -- mental condition; spirit
7. passed -- verb
8. past -- noun, adjective, or preposition
9. peace -- opposite of strife
10. piece -- a part of something
11. personal -- individual
12. personnel -- a group of people employed in the same place
13. plain -- not fancy; a flat area of land; clear
14. plane -- a flat surface; a tool; an airplane
15. principal -- head of a school; main one of several things
16. principle -- rule of conduct; a main fact or law
17. quiet -- still, silent
18. quite -- completely, wholly; to a great extent or degree

Spelling Worksheet

Write the correct word to the left.

________________1. The judge regarded the crime as a (miner, minor) one.

________________2. A number of unexpected defeats destroyed the team's (moral, morale).

________________3. (Peace, Piece) had been maintained by the United Nations.

________________4. The meaning of his remark was perfectly (plain, plane).

________________5. These trucks are used for military (personnel, personal).

________________6. Word that the (principle, principal) wished to see me made me uncomfortable.

________________7. Do you understand the (principle, principal) of the gasoline motor?

________________8. If you don't wish to (lose, loose) the camera, keep it in the case.

________________9. The library was unusually (quite, quiet).

________________10. He had been a (minor, miner) in the Pennsylvania mines for many years.

________________11. The (principal, principle) characteristic of his poetry is its rhythm.

________________12. A (piece, peace) of the ship's mast was found.

________________13. Joe told me to (loose, lose) the dog from its leash.

________________14. A (personal, personnel) director is supposed to keep employees happy.

________________15. It was impossible to make the students be (quite, quiet).

________________16. When he (passed, past) me, I was going sixty miles an hour

SKILLPAC VI: SPELLING AND VOCABULARY

________________17. The (moral, morale) of the story was clear.
________________18. He went (passed, past) me like a flash.
________________19. You are a (miner, minor) as long as you are not of voting age.
________________20. He is a man who acts according to the highest (principles, principals).

VOCABULARY VI

Roots

1. -alter-, -hetero-: other, different
   alternate
   heterodox
   alter

2. -ambul-: walk
   ambulatory
   somnambulist

3. -dexter-: skillful, especially with one's hands
   dexterity
   dexterous

4. -domin-,-domit-: rule, govern; control
   dominate
   indomitable

5. -flu-, -flux-: flowing
   confluence
   superfluous
   influx

6. -fort-: strength, strong
   fortify
   comfort
   fortress

7. -frater(n)-, -fratri-: brother
   fratricide
   fra
   fraternal

8. -grati-: free
   -gratu-: pleasing, agreeable
   gratis
   gratify
   congratulate

9. -mari-, marine-: sea
   submarine
   maritime
   marine

10. -mater(n)-,-matr-,-metro-: mother
    maternal
    metropolis
    matron

11. -mute-: change
    transmute
    commute
    mutation

12. -nasc; -gen: born, birth
    nascent
    renascence
    genesis

13. -naut-: sail(or); ship(s)
    argonauts
    nautical

14. -patr (i)-: father
    patrimony
    patriarch
    repatriate

15. -polit-; -civi-: citizen
    -urb-, -poli-: city
    politics
    civic
    suburb

16. -scend-: climb
    ascend
    transcend

17. -sist-; -stit-: stand (ing), set
    consistent
    presistent
    destitute

18. -termin-; -fini-: end, limit, boundary
    terminate
    finite
    finish

SKILLPAC VI: SPELLING AND VOCABULARY

19. -terr-, -terra-, -geo: land, earth
territory
terrain
geology

20. -vir-; -anthropo-: man
virile
anthropology

Vocabulary Worksheet

A. Find two words which are based on each of the following roots. Give a definition of each.

Root	Word	Definitions
1. -alter- -hetero-		
2. -ambul-		
3. -dexter-		
4. -domin- -domit-		
5. -flu- -flux-		
6. -fort-		
7. -frater (n)- -fratri-		
8. -grati- -gratu-		
9. -mari- -marine-		

SKILLPAC VI: SPELLING AND VOCABULARY

Root	Word	Definitions
10. -mater (n)- -matr- -metro-		
11. -mute-		
12. -nasc- -gen-		
13. -naut-		
14. -patr (i)-		
15. -polit- -civi- -urb- -poli-		
16. -scend-		
17. -sist- -stit-		
18. -termin- -fini-		
19. -terr- -terra- -geo-		

SKILLPAC VI: SPELLING AND VOCABULARY

Root	Word	Definitions
20. -vir- -anthropo-		

B. Select 10 words from your list above and write sentences which indicate that you understand their usage. You may use more than one word in a sentence. (You may write on the back of this paper.)

After you have completed the worksheet, ask your teacher for Vocabulary Post-test VI. Ninety percent accuracy is required for completion of the unit.

TEACHER'S GUIDE TO USAGE SKILLPACS

The skillpacs are to be used by the students as an aid while learning the processes of organizing and forming the messages. Included in these skillpacs are punctuation, capitalization, verb, pronoun, sentences, and manuscript form problems.

Students should take a pretest on each skillpac. They should be able to pass the pretest with 90 percent accuracy to be exempt from the work in the skillpac. Following 100 percent accuracy on the skillpac, they should be able to pass the post test with 90 percent. If they do not, the teacher may have to suggest further work on specific areas.

Skillpacs 9, 10, 11, and 12 deal with punctuation, capitalization, and usage problems and are cumulative to some extent. Skillpac 13 deals with sentence construction problems. Skillpac 14 deals with bibliography and footnote form. Since each teacher or school may have a specific set of form requirements for bibliography and footnotes, those details are not included here.

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Skillpac VIII

A. Commas
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   2. Plural possessive
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Skillpac IX

A. Commas
   1. Items in series
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B. Apostrophe
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   6. Time
   7. Contractions
   8. Letters, numbers, signs, words

C. Semicolon
   1. Compound sentence -- no conjunction
   2. Compound sentence -- with conjunction

D. Capitalization -- all capitalization rules given and used

E. Subject-verb agreement

F. Pronoun-antecedent agreement

Skillpac X

A. Commas

   1. Items in series
   2. Interrupters (plus nonrestrictive clauses and phrases)
   3. Coordinate conjunctions
   4. Introductory phrases and clauses
   5. Adjectives

B. Colons, dashes, parentheses, italics

C. Quotation marks

D. Verb tense consistency

Skillpac XI

A. Fragments

B. Run-on sentences

C. Subordination

D. Parallel construction

Skillpac XII

A. Bibliography

B. Footnotes

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SKILLPAC VII PRETEST

A. End Marks. Place the correct punctuation end mark in the space provided.

1. How did she answer those questions so rapidly ______
2. I had no idea what had happened to me ______
3. After a great deal of discussion, I decided to go alone ______
4. What a time we had ______
5. Go to the store and get a newspaper ______

B. Commas. Insert commas where needed in the following sentences. Each comma not properly placed will be deducted.

6. John and Henry visited Mt. Ranier on April 1, 1972.
7. On our trip last summer we drove to Rapid City Cheyenne Denver and Omaha.
8. Love in my opinion makes a man blind and hopelessly deaf. to sane reasoning and solid advice makes him talk like a madman!
9. Well Mary are you going to stay or go home?
10. No I don't agree with you John. Mr. Johnson our principal is being fair with our student body.

C. Capitalization. Capitalize the words that are not correctly written. Each capital letter not properly placed will be deducted.

11. these birds fly south in the winter.
12. did he say that i should go to my home or my office?
13. last august we visited yellowstone national park, the grand canyon, and the pacific ocean.
14. mr. jones sails on the mississippi river.
15. on labor day we bought a cocker spaniel that we named sam.

D. Subject-Verb Agreement. Circle the correct response.

16. There (is, are) a few pieces of candy left.
17. One of the dogs (seems, seem) smarter than the others.
18. A clown, with his three monkeys, (performs, perform) next.
19. Both of the captains (is, are) arguing with the referee.
20. Some of the nurses (was, were) very attractive.

E. Pronouns. Circle the correct response.

21. Her mother and (she,her) are in Montana for the summer.
22. Was it (she, her) just now on the telephone?
23. Miss Swanson is the one (who, whom) will lead the tour.
24. Is he the actor (who, whom) you've been talking about.
25. I'm lonesome because Ted and (he, him) are gone.

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SKILLPAC VII POST-TEST

A. End Marks. Write original sentences that do the following. Punctuate the end of each sentence correctly.

1. Give an opinion
2. Ask a question
3. Give an order or command
4. State an idea vehemently
5. Give a fact

B. Commas. Write original sentences containing the specified construction correctly punctuated.

6. An appositive
7. An item in an address
8. Words or ideas in a series
9. Words in direct address
10. An appositive and an item in a date

C. Capitalization. The capitalization in one of the pairs is correct. Circle the correct form.

	A	B
11.	a bull terrier	a Bull Terrier
12.	on a Main Street	on a main street
13.	Veteran's Day	Veteran's day
14.	Central high school	Central High School
15.	Missouri river	Missouri River

D. Subject-Verb Agreement. Correct the faulty verbs. Some of the statements may be correct.

16. Every one of us have tried out for the tennis team.
17. Either of the older boys are able to do the job.
18. Neither of your offers seems fair.
19. Both of your brothers are leaving school
20. Not one of the boys have finished the work.

E. Pronouns. Correct the faulty pronouns. In the space provided indicate the pronoun case that is being used. Some of the statements may be correct; however, indicate all pronoun cases, using N, O, and P.

_____21. For Joe and I the job was easy.

_____22. Will you divide it between Bob and I?

_____23. Father is a man with who Jack never argues.

_____24. Is this Mary? Yes, this is her.

_____25. Mrs. Smith gave Sue and they five dollars to spend.

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SKILLPAC VIII PRETEST

A. Commas. Place commas in the following sentences. Any extra commas will be marked incorrect.

1. Father snapped the switch tightened the plug tried a new bulb and finally called an electrician.
2. The dog a mongrel was purchased by Mr. Sayles mayor of the village.
3. Carol brought a new dress for her mother would not let her wear the old one.
4. Dinner was served on the plane and it was the best meal we had eaten in weeks.
5. The farmer's wife banged on a big kettle and shouted in her loudest tones but the men were late to dinner.

B. Apostrophe. Complete the following chart:

singular	plural	singular possessive	plural possessive
Ex. boy	boys	boy's	boys'
6. Mouse			
7. Woman			
8. Child			
9. Monkey			
10. Enemy			

C. Capitalization. Capitalize the words that need capital letters.

11. he was the first negro to get a job at the bell telephone company.
12. president woodrow wilson went to paris, france, to formulate the league of nations.
13. he had lived on the north side of a pacific island since the end of world war II.
14. one of the most famous paintings at the louvre museum is the mona lisa by leonardo da vinci.
15. i was sent to the store to buy old dutch potato chips, schweigert's wieners and hot dog buns for our fourth of july picnic at minnehaha park.

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SKILLPAC VIII POST-TEST

A. Commas. Write original sentences that demonstrate an understanding of comma placement in the following kinds of situations.

1. Items in a series
2. Joining main clauses with and, but, or, for, nor, yet
3. Appositive
4. Joining main clauses (see 2)
5. Parenthetical expression

B. Apostrophe. Form the possessives of the following words. Use each one as a possessive in an original sentence.

6. Me
7. Jones
8. Flies
9. Tooth
10. Week

C. Capitalization. Write an original sentence that demonstrates your understanding of the following capitalization problems.

11. A religion
12. Proper nouns and proper adjectives
13. A special event
14. A season of the year
15. A map direction

D. Subject-Verb Agreement. Circle the correct response.

16. Either Mrs. Jones or Mr. Jones (is, are) going to the play.
17. Everyone in these rooms (is, are) excused for the day.
18. Three quarters of our time (has, have) passed.

19. (Don't, Doesn't) all this noise distract you?
20. Lying on the bed (was, were) both of the dogs.

E. Pronouns. Circle the correct response. Underline the antecedent.

21. One of the artists destroyed (his, their) own masterpiece.
22. To each of the players was given a souvenir wrist watch of (his, their) own.
23. Sally and Mary are going to make plans for (her, their) trip next summer.
24. Would anyone treat (his, her, their) dog so cruelly?
25. Frank or Tom will bring (his, their) sleeping bag.

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SKILLPAC IX PRETEST

A. Commas. Insert commas in the following sentences. Any incorrect comma usage will be deducted.

1. Terry the owner of the car was upset after the accident.
2. He wore a long black dress and a bright red hat to the masquerade party.
3. When the people came out of the movie the rain was coming down in torrents.
4. On the morning following the storms several rescue crews made their way through a ruined world.
5. After I had seen the performance of Midsummer Night's Dream at the Guthrie Theater I bought tickets for The Relapse.

B. Apostrophe. Insert apostrophes where they are needed.

6. The planes were left in the airports hangar.
7. Everybodys eyes were on him as he entered the stage.
8. A ten minutes delay could be disastrous.
9. She has three brothers-in-law and all the cars in front of the house are theirs.
10. There are too may 3s in that problem. We dont use that process today.

C. Semicolon. In the following sentences, place semicolons where necessary.

11. Plans were drawn up each boy worked out a drawing of his project.
12. We could not choose our own patterns however, we insisted on selecting our own fabric.
13. When I was young, I did not have a set curfew nevertheless, my parents did expect me to keep reasonable hours.
14. For supper we ate leftover soup, fruit salad, boiled eggs and breakfast consisted of unbuttered toast and warmed-up coffee.
15. With its sharp, tall leaves, this is an interesting plant it is commonly called mother-in-law's tongue.

D. Capitalization. Capitalize any of the following items that need a capital letter.

16. a new thermos jug

17. his mother

18. jesus said, "let thy will be done."

19. better homes and gardens

20. senator walter mondale

E. Agreement. Correct any agreement problems in the following sentences.

21. Bob did his best, even though he was one of the boys who sprained their ankles.

22. Each of the players have a responsibility for their actions.

23. Have Ellen or Sue turned in their papers?

24. John learned that one of his best ideas were turned down by the Senate.

25. Where's the map you were using?

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SKILLPAC IX POST-TEST

A. Commas. Write original sentences that demonstrate your knowledge of the following comma placements.

1. Introductory clause
2. Series of introductory prepositional phrases
3. Several adjectives modifying a noun
4. Joining main clauses
5. Introductory clause

B. Apostrophe. Complete the following chart:

	SINGULAR	plural	singular possessive	plural possessive
6.	Mother-in-law			
7.	dollar			
8.	knife			
9.	spoonful			
10.	2		▨	▨

C: Semicolon. Write original sentences that demonstrate your knowledge of the following semicolon placements.

11. Main clauses clauses not joined by and, but, or, for, nor, yet
12. Main clauses joined by otherwise
13. Main clauses joined by however
14. Main clauses joined by in fact.
15. Commas within the main clause

D. Capitalization. Capitalize the letters that have not been properly capitalized.

16. the Shelley electric company

17. God in his wisdom

18. a republican leader

19. a Dodge coupe

20. forty-second street

E. Agreement. Correct all agreement problems in the following sentences.

21. What, exactly, is the assumptions upon which my opponent bases his argument?

22. Don't Madeline and David know why they were chosen for the parts?

23. Everyone of the immigrants to America have their own reasons for coming.

24. The amazing performance of high-speed jet planes overshadow other advances in aviation, such as the convertiplane.

25. Have each of the team members received their instructions?

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SKILLPAC X PRETEST

A. Commas. Insert commas correctly in the following sentences.

1. Actors who do not know their lines cannot be expected to turn in a good performance.
2. Albert Einstein who rarely entered a laboratory himself was one of the founders of the modern atomic industry.
3. Supporting actors who are usually paid far less than stars can sometimes make or break a production.
4. This new regulation applies to everyone who plans to enter a liberal arts college.
5. People who live in northern climates tend to have fair skins and blond hair.

B. Colons, Dashes, Parentheses, Italics. Insert these kinds of punctuation where they are needed.

6. The Nobel Prize in literature has been awarded to six Americans Sinclair Lewis, Eugene O'Neill, Pearl Buck, William Faulkner, Ernest Hemingway, and John Steinbeck.
7. Barry wanted to invite Marcia she's the new girl from Rockford to go to the party with him, but he's already asked another girl.
8. At 4 31 the train pulled into the station.
9. The Queen Elizabeth burned and sank in the Hong Kong harbor.
10. Mary said she'd be glad if she had nothing more important to do to come over tomorrow.

C. Quotation Marks. Place quotation marks correctly in the following sentences.

11. Hello, Harry, said Mr. Morgan.
12. He said that I was to meet him at five o'clock.
13. Well, said Mary. You have really worked hard!
14. John said, This summer I read the short story the Black Cat.
15. How many plays did Shakespeare write? asked the teacher.

D. Verb Tense. Change inconsistent verb tense.

16. It was a beautiful day in July when my buddy John called and asks me to go for a boat ride in his speed boat.

17. I accepted the invitation, and John says he'll meet me at the dock in an hour.

18. We rode around the lake for two hours and finally run out of gas.

19. We thought we were stranded in the middle of the lake, but John finds an extra supply of gas.

20. Just as we were docking the boat, a storm cloud appears.

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SKILLPAC X POST-TEST

A. Commas. Insert commas correctly in the following sentences.

1. After the party some of the boys may have been tired but I don't think anyone was hungry.
2. Although the tennis court looked pretty ragged right then Mike's father settling back in his easy chair observed that it wouldn't take us more than a few hours to have it looking clean smooth and brand new again.
3. All drivers who are caught speeding should be severely punished.
4. The President knowing the need for drastic action declared the entire state a disaster area.
5. "Stop stop" cried Mrs. Howard who was sitting in one of the rear rows of the empty auditorium. "Don't you realize Susan that no one will be able to hear you from back here?"

B. Colons, Dashes, Parentheses, Italics. Insert the correct punctuation.

6. Exodus 8 32 was read by the group.
7. If you like the book as much as I did and I'm sure you will, you'll want to buy a copy for yourself.
8. Last summer Mary read the following books Gone with the Wind, Crime and Punishment, For Whom the Bell Tolls, and The Sun Also Rises.
9. A person who steps into a house uninvited is committing a faux pas in a double sense.
10. During the next three weeks school does not close until June 21 I shall be working harder than ever.

C. Quotation Marks. Using quotation marks correctly, write an original sentence containing each of the following.

11. A direct quotation beginning with he said

12. A direct quotation ending with he said

13. The title of a short poem or short story within a direct quotation

14. A question mark inside a quotation

15. An interrupted direct quotation

D. Verb Tense. Make corrections in the following sentences so that all verb tenses are consistent. Use the past tense.

At the age of four I was learning to row a boat. One evening my sister and I are playing in the boat which was tied to the dock. Ruth decides to untie the boat and to go exploring. A sudden wind comes up and whitecaps covered the lake. Much to my surprise I found myself in the middle of the lake while my frantic parents stood at the dock anxiously looking for us.

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SKILLPAC XI PRETEST

Sentence Construction

In the space provided identify any fragment sentences with F, run-on sentences with R, and correct sentences with C.

_______1. The hat which I bought.
_______2. The boys put their heads together and decided how to spend their vacation.
_______3. We sat in the last row we were able to hear very well.
_______4. Because she was ill and could not go to work.
_______5. Because the bus broke down, we were all tardy.
_______6. All of them rush back.
_______7. Losing the game because of a muddy field.
_______8. Because I was refused admission to the college of my choice.
_______9. The choice of a college is difficult, there are so many good ones.
______10. I liked the movie, my friends, however thought it was terrible.

B. Subordination

Add a subordinate idea to the following statements

11. Jane left home early.

12. Our dog ran after the cat.

13. I wrote a letter to Standard Oil.

14. The man was released from jail.

15. The room fell into a hushed silence.

C. Parallel Construction

Correct the faulty parallelism in the following sentences.

16. Dentists advise brushing the teeth after each meal and to avoid too much sugar in the diet.

17. Theodore Roosevelt spoke with warmth and in a humorous vein.

18. My grandfather neither enjoyed modern music nor modern art.

19. Galileo found it difficult to believe that the sun rotated around the earth to be the center of the universe.

20. My father prefers the intricate plays of football to baseball.

D. Subject-Verb Agreement. Circle the correct response.

16. There (go, goes) Jim and Betty now.
17. Neither the mother nor the daughters (was, were) there.
18. Either Jim or Ted (own, owns) several horses.
19. This story, as well as the others, (hold, holds) the reader's interest.
20. Ten dollars (was, were) more than I expected.

E. Pronouns. Insert the correct pronoun in the space provided.

21. Not one of the captives would give _________________________ own name.
22. Each girl at the camp had to keep _______________ own bed made.
23. Philip and his brother helped ________________ uncle harvest the wheat.
24. Neither of the boys did ______________ best.
25. Several members of the group were told to make ___________ protest known to the president.

SKILLPAC VII:
USAGE PROBLEMS

SKILLPAC VII: USAGE PROBLEMS

I. Punctuation

A. End marks

Complete sentences are followed by a punctuation mark.

Rule 1. A sentence that states a fact or idea is followed by a period.

Example: John talked to Mary yesterday.

Rule 2. A sentence that asks a question is followed by a question mark.

Example: Did you buy a used car?

Rule 3. A sentence that states an idea vehemently is followed by an exclamation point.

Example: Get out of here!

The end mark reflects the intent of the speaker.

Rule 4. A sentence that gives a command is followed by an exclamation point or a period.

Example: Get out of here.

Place the correct punctuation marks at the end of each sentence. Write the number of the rule used in the space at the left of the number.

_____1. Go home

_____2. Are you going with me or with John

_____3. When I saw you last, your hair was short

_____4. If Jane goes home, are you going with her

_____5. Stop that thief.

B. Commas

Rule 1. Use commas the separate items in a series. This includes words in a series, phrases in a series, and clauses in a series. In many cases, the comma before and is optional.

Examples: John had an orange, an apple, and a banana. (words in a series)

We are going to the grocery store, to the dimestore, and to the dry cleaners. (phrases in a series)

The book is on the table, the pen is on the shelf, and the assignment is to do the underlining. (clauses in a series)

SKILLPACE VII: USAGE PROBLEMS

Rule 2. Use commas to set off expressions which interrupt the sentence. Two commas may be necessary. Examples of sentence interrupters are:

a. Appositives (a word or group of words which follows a noun or a pronoun and means the same thing)

(appositive)
Examples: My brother, the owner of a service station, is quite famous for his inventions.
(appositive)
My sister, the blonde, is ill today.

b. Words in direct address (speaking directly to an individual)

(direct address)
Examples: Mary, please close the window.
(direct address)
Do you think, Mr. Jones, that this is a wise decision?

c. Parenthetical expressions (words or phrases that could also be separated by parentheses because they interrupt the plan of the sentence)

(parenthetical expression)
Examples: By the way, did you notice this error?
(parenthetical expression)
He was very ill, at least he thought he was, and needs to see a doctor.

d. The words well, yes, no, why, oh, when used at the beginning of a sentence

Examples: Yes, that is the answer.

Oh, no, that's not right.

Rule 3. Use commas between the different elements in dates, addresses, and page references. Use another comma after the whole group unless the last word is at the same time the last word of the sentence.

Examples: The date was Monday, August 9, 1971.

Monday, August 9, 1971, was a memorable day.

Send our mail to 3411 Boone Avenue, Minneapolis, Minnesota 55441.

Hennepin County, Minnesota, is the Minneapolis area.

Look at Chapter 5, page 43.

Page 43, Volume III, deals with Indian history.

SKILLPAC VII: USAGE PROBLEMS

Place commas in the following sentences. Indicate the rule number in the space provided. (Use 2a, 2b, etc.)

_____1. Mary Jim Bob and Sally are friends.

_____2. The stores will be open this afternoon tonight and tomorrow morning.

_____3. He handed me the paper thrust a pen into my hand and told me to sign on the dotted line.

_____4. Helen the leader of the group conducted the meeting.

_____5. The stream a cataract of ice and debris gradually rose to floor height.

_____6. My younger brother Bill is working for Mr. Henry owner of a local drug store.

_____7. Yes Mr. Smith you are invited.

_____8. Please help me Mary.

_____9. On May 31 1975 the new school will be finished.

_____10. Elizabeth and Essex a play by the poet and playwright Maxwell Anderson was revived at the City Center last night.

_____11. Astrology the art of predicting events from the location of the stars is one of the oldest professions in India.

_____12. Al Kelly one of the few public speakers to use double talk on purpose will receive an award on Sunday.

_____13. He urged the President to withdraw at least hold up his personal approval of export licenses for the tractors.

_____14. On October 14 1966 the town of Hastings celebrated the anniversary of the famous battle fought there in 1066.

_____15. Yes I went to this school last year.

_____16. We are staying at 41 Meadbrook Road Summerville Alabama until July 15.

SKILLPAC VII: USAGE PROBLEMS

II. Capitalization

Rule 1. Capitalize the pronoun I, the interjection O.
Rule 2. Capitalize the first word in any sentence.
Rule 3. Capitalize proper nouns and proper adjectives.

Proper nouns

Examples: Kansas City, Atlantic Ocean, Yellowstone National Park, Columbia River, Mary Johnson (Do not confuse names with types. Lassie is capitalized but collie is not.)

Do not capitalize the common noun modified by a proper adjective unless the common noun is part of the full name.

Proper adjectives

Examples: a French city, Spanish rice, American history, Hawaiian islands, a Pacific island

S[illegible]ct the item in the pairing that has been properly capitalized. Ci[illegible]e either "a" or "b".

	a	b
1.	Minnehaha Park	Minnehaha park
2.	Atlantic Ocean	Atlantic ocean
3.	Christmas day	Christmas Day
4.	World war II	World War II
5.	Cocker Spaniel	cocker spaniel
6.	He and I are going.	He and i are going.
7.	The book was big.	The book was big.

III. Subject-verb agreement

Rule 1. If the subject is singular, the verb must also be singular. When a word refers to one thing, it is singular in number. When a word refers to more than one thing, it is plural in number.

The following are singular; each, either, neither, one, -one, body, -body.
The following are plural: several, few, both, many.
The following may be singular or plural: some, any, none, all.

SKILLPAC VII: USAGE PROBLEMS

Rule 2. The number of the subject is not changed by a prepositional phrase following the subject.

Examples: Each of the boys is going home. (singular; of the boys is a prepositional phrase)

Many of them are planning to go to the party. (plural; of them is a prepositional phrase)

Circle the correct response.

1. The girls in the office (work, works) long hours.
2. Games of skill (was, were) taught to the campers.
3. The sound of the branches (was, were) weird.
4. One of these (is, are) mine.
5. Neither of the books (has, have) a clean cover.
6. It (don't, doesn't) look right.
7. They (don't, doesn't) want any money.
8. She (don't doesn't) know any better.
9. Christmas, of all the holidays in the year, (appeal, appeals) to most of us.
10. (Wasn't, weren't) you surprised?
11. Bread and butter (is, are) a poor diet.
12. Here (is, are) the books you ordered.
13. Where (is, are) the girls?
14. Each of us (wants, want) a vacation.
15. The jury (was, were) locked up for the night.

SKILLPAC VII: USAGE PROBLEMS

IV. Pronoun cases

The pronoun cases are divided into nominative, objective, and possesive. These cases are divided into first, second, and third person, singular and plural.

Person	Singular	Plural	Relative
	Nominative Case		
First	I	we	who(ever)
Second	you	you	who(ever)
Third	he, she, it	they	who(ever)
	Objective Case		
First	me	us	whom(ever)
Second	you	you	whom(ever)
Third	him, her, it	them	whom(ever)
	Possessive Case		
First	my, mine	our(s)	whose
Second	your	your(s)	whose
Third	his, her(s), its	their(s)	whose

Uses of each case:

1. Nominative: a. Subject of the verb
   b. A word that means the same as the subject and follows a form of the verb to be.

Forms of the verb to be

am
be
been
was
were
could have been (etc.)
are
is
being

Examples: He went home. (subject of verb)

This is she. (follows form of to be)

The men were they who did well. (follows form of to be.)

It could have been he. (follows form of to be.)

SKILLPAC VII: USAGE PROBLEMS

2. Objective: a. Object of the verb (other than to be)
b. Object of a preposition

Examples: They went with him. (object of preposition with)

She saw him standing there. (object of verb)

3. Possessive: Shows ownership (No apostrophes are used in possessive pronouns.)

Examples: That is his book.

Their car stood in the driveway.

Its back was broken (It's = it is.)

4. Relative pronoun: A pronoun that introduces a dependent clause or sentence. The pronoun is determined by its use in the dependent clause.

Examples: It was James whom I saw. (I saw whom -- object of the verb saw.)

She is the girl who is going. (Who is the subject of the clause "who is going.")

She is the girl whom I saw. (whom is the object of the verb saw in the clause "whom I saw.")

Circle the correct pronoun in the following sentences. Indicate the case in the blank to the left of the number. (Use N, O, P.)

_____1. She brought a glass of water to John and (me, I).

_____2. It was either Joe or (him, he).

_____3. Have you written to either John or (she, her)?

_____4. Tell the story to Mary and (me, I).

_____5. Do you know (who, whom) the winner was?

_____6. They did the job without (we, us).

_____7. You and (me, I) will go to the game.

_____8. Did you know (who, whom) Mr. Johnson appointed?

_____9. Do you think it could have been (they, them)?

SKILLPAC VII: USAGE PROBLEMS

____10. Where are (my, me) shoes?

____11. Was the book written by Dickens or (he, him)?

____12. John and (he, him) are competing for the scholarship.

____13. I have worked for both Mrs. Anderson and (him, he).

____14. He is the one (who, whom) will sin.

____15. Please give John and (I, me) some extra time.

SKILLPAC VIII:
USAGE PROBLEMS

SKILLPAC VIII: USAGE PROBLEMS

I. PUNCTUATION

A. Commas

Rule 1. Use commas to separate items in a series.
Rule 2. Use commas to set off expressions which interrupt the sentence.

- a. Appositives
- b. Direct address
- c. Parenthetical expressions
- d. Well, yes, no, oh -- at the beginning of the sentence.

Rule 3. Use commas to separate items in dates and addresses.

Rule 4. Use a comma before and, but, or, for, nor, yet when they join main clauses unless the clauses are very short. (A clause is a group of words that, like a sentence, contains a subject and a verb. The comma will replace a period.)

Examples: We are going to the movie on Friday night, and we are going to the football game on Saturday.

Mary wants to go with us, but she has to babysit.

Jack had had a sore throat, yet he stayed out all night.

COMMA EXERCISE

Place commas in the following sentences wherever they are needed. Indicate ~~the~~ rule number in the space provided. (Use 2a, 2b, etc.)

_____1. Dinner was served on the plane and it was the best meal we had eaten in weeks.

_____2. She said the dinner would be cold but it was steaming hot.

_____3. The motor sputtered and died and left an ominous stillness but our driver leaped out and began to make repairs.

_____4. We spent the day fishing for my father would rather fish than eat.

_____5. At the picnic we ate baked beans potato salad hamburgers and watermelon.

_____6. No I have not met Paul Newman.

_____7. After living in Athens Ohio we moved to Seattle Washington on May 1 1970.

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_____8. General Trujillo a tyrant was a corrupt accumulator of his nation's wealth for his own and his family's benefit.

_____9. Some waiters found that last summer's rule about water not being served unless requested eliminated one step in service and they still wait for customers to request water.

_____10. In the afternoon Penn State will meet San Francisco and Villanova will take on St. John's

B. Apostrophe

Rule 1. To form the possessive case of a singular noun, add an apostrophe and an s to the singular form of the noun.

Example: woman + 's = woman's

Rule 2. To form the possessive case of a plural noun, add an apostrophe and an s to the plural form of the noun.

Example: women + 's = women's

Rule 3. The possessive pronouns his, hers, its, yours, theirs, and whose do not require an apostrophe.

Apostrophe Exercise

Place apostrophes in the correct position. Indicate the rule number in the space provided.

_____1. At Johns suggestion we decided to go home.

_____2. Everyones locker was searched.

_____3. Some crates and some lumber from Fishers old fence were all we needed.

_____4. The bird sang sweetly in its nest.

_____5. The boys gymnasium was hot and smelly.

_____6. Our dogs eat in a place that is all theirs.

_____7. He met televisions greatest personalities.

_____8. The boys bicycles were not all the same size.

_____9. Saturdays game will be played at four.

_____10. What did you do with his dinner?

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II. Capitalization

Rule 1. Capitalize the pronoun I and the interjection O.

Rule 2. Capitalize the first word in any sentence.

Rule 3. Capitalize proper nouns and proper adjectives.

Rule 4. Do not capitalize east, west, north, and south when they merely indicate direction. Do capitalize them when they refer to commonly recognized sections of the country.

Examples: They drove south all night. (a direction)

They drove to the South. (a region)

Rule 5. Do not capitalize the names of the seasons.

Rule 6. Capitalize the names of organizations, business firms, institutions, government bodies, ships, planes, brand names of products, special events, items on a calendar, races, and religions.

Capitalization Exercise

Place capital letters wherever they are needed in the sentences below. Indicate the number of the rule being used. Several numbers may be needed.

_____1. father wanted us to see chicago, which lies in cook county, illinois at the foot of lake michigan.

_____2. my mother took a trip to see the empire state building.

_____3. in the winter our family goes to the south.

_____4. the american history class and the english class met at the same time last friday.

_____5. Mary spent a year on a pacific island.

_____6. The super bowl was held in miami, florida, after new year's day.

_____7. On the fourth of july i saw the spirit of st. louis at the smithsonian institute.

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III. SUBJECT-VERB AGREEMENT

Rule 1. A verb agrees with its subject in number.

Rule 2. The number of a subject is not changed by a prepositional phrase following the subject.

Rule 3. Most compound subjects joined by *and* are plural and take a plural verb.

Example: Mary and Bob are going.

Rule 4. Singular subjects joined by *or* or *nor* are singular and take a singular verb.

Example: Neither Mary nor Bob is going.

Rule 5. When two subjects, one of which is singular and the other plural, are joined by *or* or *nor*, the verb agrees with the nearer word.

Example: The mother or daughters were planning to be there.

Neither the daughters nor the mother was there.

Rule 6. Words stating amount (time, money, measurement, weight, volume, fractions) are usually singular.

Examples: Ten dollars is the price.

Three miles is a long way to walk.

Rule 7. The title of a book, even when plural in form, takes a singular verb.

Example: *A Tale of Two Cities* is about the French Revolution.

Subject-verb Exercise

Circle the correct response; write the number of the rule that applies in the blank to the left of each item.

__________1. children (ask, asks)
__________2. each of them (believe, believes)
__________3. games of skill (was, were) taught
__________4. each of the members (is, are)
__________5. several of the players (seem, seems)
__________6. *Short Stories for Boys* (is, are) a book worth reading.
__________7. Neither John nor his brothers (care, cares) about sports.
__________8. Both the beginning and the ending of the play (was, were) vague.
__________9. many (has, have)
_________10. books with interesting covers (appeal, appeals)
_________11. the opinions of a critic often (determine, determines)

_________12. everybody (take, takes)
_________13. It (don't, doesn't) seem possible.
_________14. Two weeks (is, are) the usual vacation.
_________15. Either the mother or the child (get, gets) the prize.

IV. Pronouns

Pronoun-Antecedent Agreement

(antecedent: the word the pronoun refers to)

Rule 1. A pronoun agrees with its antecedent in number and sex.

Examples: John (antecedent) his, him (pronouns)

John took his books with him.

A. Two antecedents joined by and should be referred to by a plural pronoun.

Example: John and Mary -- they

B. Two or more singular antecedents joined by or or nor should be referred to by a singular pronoun.

Example: Mary or Jane will bring her car.

Pronoun-Antecedent Exercise

Circle the correct pronoun. Underline the antecedent.

1. Both of the girls sew (their, her) own clothes.
2. Would anyone treat (their, his) dog cruelly?
3. Everyone should bring (his, their, her) own lunch.
4. Neither did (his, their) best.
5. No one could believe (his, their) eyes.
6. Mary and Sue did (her, their) best.
7. Neither Mary nor Sue did (her, their) best.
8. Several members brought (his, her, their) cars.
9. Not one would give (his, their) name.
10. A few boys offered (his, their) services.

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Punctuation

A. Commas

Rule 1. Items in a series

Rule 2. Interrupters

- a. Appositives
- b. Direct address
- c. Parenthetical expressions
- d. Well, yes, no, why, oh, at the beginning of the sentence

Rule 3. Dates and addresses

Rule 4. And, but, or, nor, for, yet, to separate main clauses

Rule 5. Use a comma after an introductory clause that begins with the words listed below, an introductory phrase that begins with a verb form, and a succession of introductory prepositional phrases.

after
although
as
as if
as long as
because
before
if
in order that
since
so that
then
though
unless
until
when
whenever
wherever
while

Examples: Because we had driven all night, we were very tired. (introductory clause)

Running at top speed, the child fell down. (introductory phrase that begins with a verb form)

On the way to the lake in our new car, the tire blew out. (succession of introductory prepositional phrases)

Rule 6. Use a comma to separate adjectives when they both modify the noun.

Examples: He wore a bright blue tie. (no comma needed)

He wore a bright blue, soiled tie. (two adjectives modifying one noun tie)

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Place commas where they are needed in the following sentences. Indicate the rule number in the space provided (Use 2a, 2b, etc.)

_______ 1. If you wish to shoot the attendant will load the gun for you.

_______ 2. For some time after the accident Philip was broken-hearted.

_______ 3. While we were eating the dog began to bark.

_______ 4. Two years before World War I began he enlisted in the army.

_______ 5. On the path leading to the cellar steps were heard.

_______ 6. Mrs. Grant is a pretty generous woman.

_______ 7. My mother I am sure will let me go.

_______ 8. Watching the girls Tom lost track of the time.

_______ 9. While Johnny got dressed I read a magazine.

_______10. I told Sandy a piece of gossip about the girls in our class and she told me that I was a liar.

_______11. Mr. Johnson the former principal of Oak Grove will be at the annual reunion.

B. Apostrophe

Rule 1. Add an apostrophe and an s ('s) to the singular possessive noun

Rule 2. Add an apostrophe and an s ('s) to the plural possessive noun.

(If this results in two s's, remove the second s.)

Rule 3. Possessive pronouns do not need apostrophes.

Rule 4. In compound words, names of business firms, and words showing joint possession only the last word is possessive in form.

Examples: brother-in-law's home, Jones and Smith's office, Johns and Bob's room

Rule 5. When two or more persons possess something individually, each of their names is possessive in form.

Examples: John's and Bob's room

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Rule 6. The words minute, hour, day, week, month, year, etc., when used as possessive adjectives, require an apostrophe. Words indicating amount in cents or dollars, when used as possessive adjectives, require apostrophes.

Example: a week's pay

Rule 7. Use an apostrophe to indicate a missing letter in a contraction.

Examples: didn't, they're, it's

Rule 8. Use an apostrophe and s to form the plural of letters, numbers, and signs and of words referred to as words.

Examples: r's, 3's, t's, and's

Place apostrophes wherever they are needed. Indicate the rule number.

_______ 1. It was their fathers opinion.

_______ 2. I think Mr. Jones opinion is valid.

_______ 3. We thought it was hers.

_______ 4. She was everyones friend.

_______ 5. The victories are ours.

_______ 6. They did it against the workmens objections.

_______ 7. She was one of the travelers.

_______ 8. The laborers earned their money.

_______ 9. Did anyone call my dogs name?

_______ 10. Were they yours?

_______ 11. Raymond bought a dollars worth.

_______ 12. We took a weeks vacation.

_______ 13. Why cant we go to the game?

_______ 14. Theyre staying home to watch television.

_______ 15. There are too many ands in this sentence.

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C. Semicolon

Rule 1. Use a semicolon (;) between main clauses not joined by and, but, or, nor, for, yet.

Examples: John is going home, and Mary is staying here.
John is going home; Mary is staying here.

Rule 2. Use a semicolon between main clauses joined by these words. (Use the semicolon before these words.)

- besides
- accordingly
- moreover
- nevertheless
- furthermore
- in fact
- otherwise
- therefore
- however
- consequently
- also
- on the contrary
- thus
- instead
- hence
- that is
- for instance

Rule 3. Use a semicolon if there are commas within the main clause.

Examples: John, Mary, and Martha are cleaning the garage; and Stan, Bill, and Helen are washing the dog.

(Note: a semicolon may often substitute for a period.)

Place semicolons where they are needed in the following sentences. Indicate the number of the rule that applies.

________ 1. Plans were drawn up each boy worked out a drawing of his project.

________ 2. When all was ready, I asked Mr. Lacey if I could stain the work he told me to go ahead he showed me how to do it.

________ 3. The staining was fun, too I got more stain on me than on the wood.

________ 4. Finally the job was done I assembled my table I carried it home very proudly.

________ 5. Someone left a coat in the locker room it was blue with white buttons.

________ 6. I thought I was late however everybody else was, too.

________ 7. The congregation voted for a new parsonage in fact, a site for it will be chosen next week.

________ 8. The first task was to decide what the club should do we found this a difficult job.

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_______ 9. Making men's slacks, we discovered, was very complicated we soon learned the importance of accurate measurements.

_______10. She became very involved in cutting she was determined to achieve a good skirt out of that mess.

_______11. Finally all of the problems came out even he was at last making progress.

_______12. The following people were voted into office: Henry Wilmore, Michigan John Wright, Indiana, Kevin Kunnert, Iowa and Nick Witherspoon, Illinois.

_______13. We all have maps nevertheless, several of us got lost on those winding roads.

_______14. Problems involving Iowa, Minnesota, and Wisconsin were discussed representatives of these states were therefore consulted.

_______15. Her health is failing rapidly that is the doctors have little hope for her.

II. Capitalization

Rule 1. I, O

Rule 2. First word in a sentence

Rule 3. Proper nouns and adjectives

Rule 4. Do not capitalize direction; capitalize commonly recognized sections of the country.

Rule 5. Do not capitalize the seasons

Rule 6. Names of organizations, businesses, calendar dates, religions, races, etc.

Rule 7. Do not capitalize senior, sophomore, freshman, junior unless used as a proper noun.

Rule 8. Do not capitalize the names of school subjects, except the languages. Course names followed by a number are usually capitalized.

Examples: American history, world history, German, Biology I, biology

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Rule 9. Capitalize titles

Examples: President Jones, Senator Smith, Principal Harris, Captain Harper

Note: Whenever you refer to the President of the United States, the word President is capitalized even though his name does not follow.

Rule 10. Capitalize all important words in titles of books, newspapers, magazines, works of art, historical documents, articles.

Note: All important words of four letters or fewer are not capitalized. (examples: a, an, the, from, of, by). However, if one of these words is the first, it must be capitalized.

Examples: A Tale of Two Cities, Gone with the Wind, Minneapolis Tribune, Mona Lisa, Declaration of Independence, I Was a Teenage Werewolf

Rule 11. Capitalize words referring to the Deity.

Examples: God, Father, Jesus, His will

Select the item in the pairing that has been properly capitalized. Circle either "a" or "b"

	a	b
1.	Minneapolis Athletic Club	Minneapolis athletic club
2.	a Mediterranean Country	a Mediterranean country
3.	the senior boys	the Senior boys
4.	summer	Summer
5.	Aunt Sarah	aunt Sarah
6.	Social Studies	social studies
7.	Atlantic ocean	Atlantic Ocean
8.	The Call of the Wild	The Call Of The Wild
9.	The Last Supper	the last supper
10.	Mr. Jones	mr. Jones

11.	North Memorial hospital	North Memorial Hospital
12.	Chevrolet convertible	Chevrolet Convertible
13.	Hennepin County	Hennepin county
14.	the deep South	the Deep South
15.	the Revolutionary war	the Revolutionary War
16.	Minneapolis Tribune	Minneapolis tribune
17.	Jesus Christ	Jesus christ
18.	Negro	negro
19.	the Middle Ages	the Middle ages
20.	Labor day	Labor Day

III. Subject-verb agreement

Correct any subject-verb agreement problems in the following sentences. In each sentence underline the subject with which the verb must agree.

1. Each of the girls have to decide.
2. The signs at the side of the road was hard to see.
3. Everything but the books were in the box.
4. His attitudes toward my idea were predictable.
5. The employer of the workers lives in a penthouse.
6. The time for courage and decision are now.
7. The length of some of these fishing lines has never been told.
8. Working under these conditions are difficult.
9. Each of these books are interesting.
10. Everyone of the beautiful buildings were burned.

IV. Pronoun-antecedent agreement

Circle the correct pronoun. In each sentence underline the antecedent for the pronoun selected. (Note: if the reference is singular but indefinite, use the masculine singular.)

1. If you help one of the girls, (she, they) will help you.

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2. Neither of these knives (look, looks) sharp.

3. Each of the candidates presented (his, her, their) voting records.

4. If anyone wishes to see the doctor, (he, she, they) must wait.

5. Neither of the boats could find (its, their) way.

6. Mr. Johnson, as well as the children, (enjoys, enjoy) skiing.

7. Each of the campers took (his, her, their) turn preparing a meal.

8. Both Mary and Sue sew (his, her, their) own clothes.

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Punctuation

A. Commas

Rule 1. Items in a series

Rule 2. Interrupters

- a. Appositives
- b. Direct address
- c. Parenthetical expressions
- d. Well, yes, no, why, oh
- e. Nonrestrictive clauses -- clauses that are not essential information in the sentence
- f. Nonrestrictive phrases -- phrases that are not essential information in the sentence

Rule 3. Items in dates and addresses.

Rule 4. and, but, or, for, nor, and yet -- separating main clauses

Rule 5. Introductory clauses and phrases

Rule 6. Two or more adjectives modifying a noun

Place commas where they are needed in the following sentences. Indicate the rule numbers which apply.

_______1. Mr. Anderson the new manager hired my friend Sally Winters a recent graduate of our high school.

_______2. Everyone who intends to vote must register before March 1 1973 at the Village Hall.

_______3. Saturday's council meeting was usually productive for no one raised any objections.

_______4. Jean who is a redhead looks best in green.

_______5. A man who enjoys surfing prefers to live in Hawaii.

_______6. Yes Mary I have the book you asked for.

_______7. A tall gaunt gentleman in black a scarecrow met us at the door.

_______8. Through the long hot lazy afternoon I watched the parade.

_______9. Cut off from us by the storm the ship's survivors did not know we had located their position.

______10. Many of the fountains which were ordered shut down are again flowing.

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B. Colons, dashes, parentheses, italics

Rule 1. Colon

a. Use a colon (:) before a *list* of appositives or a list of items, especially when the list comes after expression like *as follows* and *the following*.

b. Use a colon before a long and formal statement that is quoted.

c. Use a colon between the numbers when you are writing time.

Example: 8:30, 4:30

Rule 2. Dash

a. Use the dash (--) to indicate an important break in thought.

b. Use a dash to mean *namely*, *in other words*, *that is*, and similar expressions which come before explanation.

Rule 3. Parentheses

Use parentheses (( )) to enclose matter which is added to a sentence but is not of great importance.

Note: It is often difficult to distinguish the uses of the dash and parentheses.

Rule 4. Italics

(Note: for typed or handwritten messages, use underlining as a substitute for printed italics. Italics are slanted print.)

a. Use italics (underlining) for titles of books, films, television programs, works of art, names of newspapers, magazines, and ships.

Example: *Queen Elizabeth* (ship), *Gunsmoke* (TV show)

b. Use italics for foreign words, words referred to as words, and letters referred to as letters.

Example: *fait accompli*, too many *and*'s, use three *t*'s in the word.

Place colons, dashes, parentheses, and italics in the following sentences.

1. Beret, a character in O.E. Rolvaag's novel Giants in the Earth, was unable to endure the long, lonely, barren winters on the prairie.
2. On July 1, 1956, I remember the day perfectly Don, Harry, and I set out from Ely, Minnesota, on a camping trip.
3. Mabel said she'd be glad if she had nothing more important to do to come over tomorrow.
4. We read the following poets last month Robert Frost, Carl Sandburg, Amy Lowell, and E. A. Robinson.

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5. The plane was due at 4 15, but it arrived at 4 30.
6. He read John 3 16 from the Bible.
7. At our school we have all the winter sports basketball, wrestling, hockey, gymnastics, and swimming.
8. Peter said and no one ever knew where he picked up these facts that the senior dance had been postponed because of the flu epidemic.

C. Quotation marks

Rule 1. Use quotation marks (".....") to enclose a direct quotation -- a speaker's or a writer's exact words.

Example: "Mary is going," he said.

Rule 2. A direct quotation begins with a capital letter.

Rule 3. When a quoted sentence is divided by an interrupting expression, the second part begins with a small letter.

Example: "Mary is going," he said, "but I am staying."

Rule 4. A direct quotation is set off from the rest of the sentence by commas.

Rule 5. Other punctuation
- a. Commas and periods, always placed inside the closing quotation marks
- b. Colons and semicolons, always placed outside the closing quotation marks
- c. Question marks and exclamation points, placed inside the closing quotation marks if the quotation is a question or exclamation; otherwise they are placed outside.

Rule 6. Use quotation marks to enclose title of chapters, articles, short poems, short stories, and other parts of books or magazines.

Example: He read "The Black Cat" in The Complete Words of Edgar Allen Poe.

Rule 7. Use single quotation marks ('. . . ') to enclose a quotation within a quotation.

Example: George said, "As I remember, his exact words were 'Meet me at the bank.'"

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Punctuate the following sentences correctly. Use the rule numbers in the space provided.

_______1. John said I want to go to the party on Saturday night

_______2. Father asked What did your mother say

_______3. The play has begun the usher said You will have to wait to be seated.

_______4. Did he say Go to school or Go home

_______5. The teacher recommended Poe's short story The Tell Tale Heart

_______6. Henry said I liked Robert Frost's poem Nothing Gold Can Stay very much

_______7. I know the right answer he said but I don't know how to do it.

_______8. I read an article in Cosmopolitan entitled They Are a Funny Race.

II. Verb Tense

Rule 1. Do not change needlessly from one tense to another. (note: tense= time)

In English we use the past and present tense for most written communication.

If you begin writing in one tense, remain consistent. Do not shift to the other.

In the following sentences, make the changes necessary to keep all verb tenses consistent.

1. As the team come onto the field, the crowd leap to their feet and started to shout.
2. Jim got the ball and hands it to Bill, who fumbles and then recovers it.
3. There were only twenty seconds left when John calls for a long pass and whips the ball down the field, where Bob Smith caught it and stepped across the goal for the winning touchdown.
4. I explained to the coach why I missed the ball, but he looks angry and refuses to put me back into the game.
5. When we saw Bob's remarkable catch, we can't believe our eyes, and we wait for the announcer to confirm it.

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Sentence Construction

A. Fragments

When a group of words does not express a completed thought, it is called a fragment. To have a completed thought serve as a sentence, it must contain a subject and a verb.

Identify the fragments in the following list by circling the number. Then make complete sentences out of all the fragments.

1. Uncertain as to what they were to be

2. We left the boys at home

3. Which enabled me to take her out

4. You couldn't make a better bhoice for your secretary

5. Judy being such a conscientious girl

B. Run-ons

When a group of words expresses several completed thoughts and does not have the necessary punctuation, it is called a run-on sentence. (Often a comma is used where a period or other end mark should be used.)

Circle the numbers of the run-on sentences. Then punctuate them correctly.

1. The choice of a book is hard, there are so many good ones.

2. Mike loves basketball now he spends his afternoons in the game.

3. I learned to like Shakespeare because I read it often.

4. Do it yourself, if you can't seek help.

5. Audiences seemed to like the play the reviews, however, were unfavorable.

C. Subordination

One idea often grows out of another idea, and they may be combined into one sentence. One of these ideas will be a supporting statement for the other -- that idea is a subordinate idea. A subordinate clause is not a complete sentence. It is a part of a sentence. The following words often begin subordinate clauses.

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1. Who, whom, whose, which, that
2. After, although, as, as if, as long as, because, before, if, in order that, since, so that, than, though, unless, until, when, whenever, wherever, while

There are two sentences in each item. Write them as one sentence using one of the words that subordinates the idea.

Examples: John talked to Jane. She liked him.

1. Because John talked to Jane, she liked him.

or 2. John talked to Jane who liked him.

1. The big cat sits on the window sill every day. He purrs and licks his paws.
2. Tom wants to go with us. He must be ready at 7 o'clock.
3. The judge ordered a new trial. He heard all the testimony.
4. There was a lot of talk. Nothing was done.
5. Mr. Jones has traveled far and wide. He knows a lot about many places.
6. Ms. Peterson had a great Christmas vacation. She spent much time on the beaches of Waikiki.
7. Our train is going to be late. I will try to send you a telegram.
8. Doug was told to take extra courses. He could prepare for college.
9. I will write you a letter. I received one from you.
10. We sat in the last row. We saw the game well.

D. Parallel construction

Rule 1. Express parallel ideas in the same grammatical form

Examples:

a. In school I studied how to write and how to increase my vocabulary.
b. He found acting in the theater more inspiring than acting in the movies.
c. He enjoyed both swimming and running.

Rule 2. In parallel constructions repeat an article (a, an, the), a preposition, or a pronoun whenever necessary to make the meaning clear.

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Examples: Money bought a box of candy, an ice cream cone, and a chocolate sundae.

Rule 3. Include in the second part of the parallel construction all words necessary to make the construction complete.

Correct the parallelism in each of the following sentences by inserting the words that have been ommitted.

1. My experience was not half as exciting as the people who didn't get home until dawn.
2. As time passed, she was torn between the love for her parents and her husband.
3. This author's style is not much different from other writers of this time.
4. His strength was greater than his opponent.
5. Compare your grades for this quarter with last quarter.
6. Statistics prove that prices this year are lower than last year.
7. You will find the information in the second edition more up-to-date than the first edition.
8. Father said he was just as much pleased by the gift I gave him as you gave him.
9. The trail on the north side of the mountain is steeper than the south side.
10. The amount of money his wife received in the will was much smaller than the children.

SKILLPAC XII:

FOOTNOTES AND BIBLIOGRAPHY